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ABSTRACT

In this 179-item annotated bibliography of periodical literature, the quarter from October through December of 1969 is covered. The document is arranged by accession numbers which are assigned to each citation. Entries are indexed under such headings as academic achievement, adult education, basic education, curriculum, and other areas related to education in India. In conclusion, a special section is provided on teacher education. [Not available in hard copy due to marginal legibility of original document.] (EL)

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Teacher Education - II

(Abstract Nos A102 - A137)

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Teacher Education - II
(Special Section) A102-A137

ACADEMIC ACHIEVEMENT

460 **BHATNAGAR R P**: Contribution of EPPS needs to academic achievement. Educational Trends 1969, 4(2), 18-27. 19 ref.

A study was taken up to investigate the relationship between certain personality variables and academic achievement. The following data were collected for 1941 students of XI class: 1) scores on Jalota's test of intelligence; 2) sum of the scores obtained by each student on four teacher-made attainment tests in Hindi, General science, elementary arithmetic and social studies; 3) scores on 15 personality needs measured by Edwards Personal Preference Schedule (EPPS). Inter-correlations between academic achievement and the personality needs were computed and it was found that needs achievement, autonomy, intraception, succourance, dominance, nurturance, endurance and aggression were positively correlated with academic achievement while affiliation, deference and abasement were negatively correlated. The correlations were significant at .01 level. The elimination of the effect of intelligence did not affect the kind and direction of needs found correlated with academic achievement. The importance of personality factors in academic performance has been confirmed. Knowledge of certain personality factors could be used in academic prediction and for guidance of underachievers.

461 **MEHTA P, KANADE H M**: Motivation development for educational growth, a follow up study. Indian Journal of Psychology 1969, 44(1-4), 1-20. 4 ref.

An experiment in motivation training of teachers and their pupils was conducted (see Indian Educational Material Vol. 4, abstract no. 303) at some secondary schools of Jaipur during 1965-66. The present paper reports results of a follow up study conducted two years later. A longitudinal and a cross-sectional study were both conducted. The experimental pupils, tested 20 months after completion of training programme (in motivation and aspiration), showed a significant drop in their level of n-Achievement as compared to that obtained by them immediately following the training. They however continued to show greater n-Achievement than the control group pupils. The experimental pupils showed significantly higher n-Achievement than their non-experimental classmates. Those pupils who had received both the experimental treatments showed significantly greater scholastic performance than their non-experimental classmates in all science subjects at the X as well as XI class examinations. The combined group of the experimental pupils showed significantly greater scholastic performance than their non-experimental classmates at the XI class examination but not at the X class examination. These results gave support to the view that the impact of the motivation training on scholastic performance might be felt more later than sooner.

462 PADMANABHAN NAIR P: Role of verbal reasoning on science achievement. Kerala Journal of Education 1969, 1(2), 16-22. 7 ref.

A study was undertaken to find out 1) the correlation between verbal reasoning ability and science achievement of secondary students; 2) differences, if any, between boys and girls and rural and urban students; 3) whether the difference is significant in science achievement of the two extreme groups in verbal reasoning ability; 4) whether the difference is significant in verbal reasoning ability of the two extreme groups in science achievement. A Malayalam translation of the verbal reasoning test (Hindi) of the National Council of Educational Research and Training was administered to 450 students (240 boys and 210 girls) of X class. The average science marks obtained by the students in two terminal examinations was taken as a measure of science achievement. The following are the findings: 1) verbal reasoning ability is an important determinant of science achievement; 2) the girls are superior to boys, there is no significant difference between rural and urban students in their correlation between verbal reasoning ability and science achievement; 3) high verbal reasoning ability would help the pupils to be high achievers in science; 4) high achievers in science tend to secure high scores on verbal reasoning ability.

463 **SHARMA M P:** Study of the relationship between anxiety and academic achievement of IX class students of Ajmer. Educational Trends 1969, 4(2), 13-17. 8 ref.

Three hundred students belonging to secondary schools were administered the Hindi version (R.P. Bhatnagar) of 'Manifest Anxiety Scale' (Castaneda). The average of examination marks obtained in compulsory subjects in the preceding annual examination was considered for the purpose of academic achievement. It was found that negative correlation existed between anxiety and academic achievement. It has been suggested that learning situations should be made free from anxiety-evoking stimuli and conditions and guidance and counselling services may be provided to anxiety-ridden students.

464 **SHARMA S:** Parental occupation and school achievement. Quest in Education 1969, 6(4), 213-17. 14 ref.

Since a person's occupation is closely related to his education, income and social position, a study was conducted among 496 higher secondary passed students (278 males, 218 females) to find out the relationship of parental occupation and school achievement. The marks obtained by the students in the higher secondary examination of Panjab University were converted into percentage values. The information about the occupation of fathers was obtained from the school records. These occupations were classified into three levels - high, middle and low with the help of list of occupations prepared according to their prestige value in Indian situations by Krishnan (1956) and Cook (1962). Mean achievement scores of students belonging to the three parental occupation levels were calculated. The following conclusions were drawn: 1) occupational status of parents is positively related to school achievement of adolescents; 2) students belonging to high and middle social classes score significantly higher marks than those belonging to low social class; 3) mean achievement scores of students belonging to high and middle social classes do not differ significantly from each other because the middle level boys have a high desire for achievement.

465 **TAMHANKAR V S:** Cross-cultural replication of the n-Achievement arousal experiment. Journal of Psycholpgical Researches 1969, 13(3), 111-22. 19 ref.

The subjects (Ss) were 277 tenth grade boys of average and above average intellectual capacity selected from 5 Marathi medium high schools, with a mean age of 15.65 years. They were assigned to 6 experimental groups which were matched for mean age, mean score on Raven's Advanced Progressive Matrices Test (1965), and mean per capita income. The n-Achievement (n-Ach) arousal experiment was performed twice, each time one of the three groups working under one of the 3 conditions of arousal - relaxed, neutral and aroused. The n-Ach. scoring manual in English was roughly translated into Marathi on the basis of which all the protocols were initially scored. The Marathi manual was finalised on the basis of the shifts in Achivement-related responses under the 223 arousal conditions. All the protocols were re-scored according to the revised Marathi manual. Contrary to the hypothesis, in both the experiments, the mean n-Ach scores of the aroused groups were lower than the scores of the relaxed groups. However, the difference between the mean n-Ach scores under the relaxed and neutral conditions was significant at .01 level in favour of neutral condition.

ADMINISTRATION AND ORGANIZATION

466 **BIR SINGH:** What teachers want, Mr headmaster? NIE Journal 1969, 4(1), 46-9.

One hundred and thirteen teachers serving in various schools of Gwalior and Rewa divisions of Madhya Pradesh were asked to enumerate the items on which they desire help from their headmasters for their professional growth. The percentage of teachers desiring help and the areas in which help is sought are as follows: 1) good relations between the headmaster and teachers - 95%; 2) opportunity to observe the work of the superior teachers - 91%; 3) provision of aids and equipment - 88%; 4) aid in preparing lesson plans - 78%; 5) frequent personal conferences - 74%; 6) aid in classroom control - 71%; 7) providing educational literature - 62% 8) frequent demonstration of good teaching - 61%; 9) meeting needs of typical pupils - 51%; 10) diagnosis of deficiencies of teaching - 49%; 11) tested formulae to meet every difficulty - 47%; 12) management of problem pupils - 46%; 13) cooperation of the community - 41%; 14) facility for experiments and investigations - 40%; 15) proper assignment to teachers - 38%; 16) constructing and administering of tests - 32%; 17) organizing cocurricular activities - 26%; 18) solving personal problems - 18%; 19) setting models by headmasters - 13%; 20) happy relations among the teachers - 12%.

467 **MEHTA J N:** Art of administration of a medical college and teaching hospital. Journal of the Gujarat Research Society 1969, 31(3/123), 215-29.

Based on the experience of the administration of the Seth G.S. Medical College and K E M Hospital Bombay, a few suggestions have been given, with regard to the following aspects: 1) selecting the teaching staff, and junior medical staff; 2) student admissions; 3) providing for hospital expansion and construction of nurses home; 4) common mess for the resident medical staff; 5) organizing scientific meetings of the staff; 6) placing of charity fund boxes in wards and various departments; 7) providing research facilities; 8) seeking the cooperation of municipal authorities and officers regarding administrative problems; 9) maintaining contacts with University, Medical Council of India, Medical Research Council, Indian Medical Association;and 10) economic aspect of maintaining the hospitals.

468 **NIE** [National Institute of Education] reorganized. NIE Newsletter 1969, 4(3), 1-2.

Following the recommendations of the National Council of Educational Research and Training Review Committee, the NIE has been reorganized into seven departments, a data processing and educational survey unit, library, documentation and information services. The seven departments are: 1) Department of educational psychology and foundations of education; 2) Department of pre-primary and primary education; 3) Department of science education (including central science workshop); 4) Department of social sciences and humanities; 5) Department of teacher education; 6) Department of teaching aids; 7) Department of text books. The Department of adult education including tribal education will be transferred to the Ministry of Education and Youth Services. A small description of the functions of the various departments and units has been given.

Student Participation

469 **BHIRUD G L:** Participation of students in administration. Progress of Education 1969, 44(3), 82-6; 44(4), 136-40, 145; 44(5), 170-3.

The two types of student grievances, one relating to the treatment meted out to them in the educational institutions and the other to the teaching or the weaknesses of pedagogy have been discussed and it has been shown that both the problems can be reduced to a single problem of bridging the gap between the students and the elders. That student participation in administration would be an effective remedy for indiscipline as viewed by different agencies i.e. student, administrator citizen has been shown to be futile. It has been suggested that obedience towards elders, exemplary behaviour of elders and mutal and brotherly attitude would only help solve the problem of indiscipline.

470 DUTT K N: New force in education. Haryana Journal of Education 1969, 2(4), 10-12, 22.

The need for directing student power in a productive way has been stressed. Students should be groomed for this in the school stage. They should be trained to eschew violence and destruction and to express themselves peacefully. Student participation in the various decision-making aspects of higher education through group discussion has been advocated. However, such participants should be chosen on the basis of academic merit. With regard to school education, it is suggested that lecture method should be partially replaced by group discussions, seminars and self-study and that in humanities subjects, examinations should be replaced by certificates of participation and regular attendance.

ADULT EDUCATION

471 BHOLA H S: Functional literacy - the concept and the programme. Indian Journal of Adult Education 1969, 30(12), 3-4, 10-16. 13 ref.

An analysis has been made of the a) ideological, b) cultural, c) economic, d) linguistic, and e) motivational background of the concept of functional literacy. The concept of functional literacy itself has been described and its implications have been discussed. A graphic presentation of the contents of an ideal functional literacy programme in the agricultural sector with the economic activity as the core has been made and explained. There are some methodological constraints inherent in the concept of functional literacy such as the difficulty in achieving integration of the teaching of economic skills and of reading and writing. The useful learning and instructional materials have been listed under three different heads - a) written materials, b) audio-visual materials, c) skill demonstration kits and packaged courses. The training needs and evaluation procedure of functional literacy have been given.

472 **BORDIA A: Strategy for adult literacy. Indian Journal of Adult Education 1969, 30(10), 3-4, 16.**

The importance of education with regard to the following has been highlighted: 1) increased agricultural production to meet the growing demand; 2) drastic population control; 3) regional, linguistic and communal harmony; 4) transformation of the educational system; 5) preservation and strengthening of democratic values. Relating the educational programmes for adults to the above mentioned issues of national concern calls for a special strategy in the adult literacy programmes, which must - 1) clearly define literacy and attempt to spread it as rapidly as possible; 2) organize production of reading material for putting literacy to use and institutionalize its utilization; 3) use the available media of mass communication for education of the literates; and 4) recognising the significance of training of new leadership and arrange such training. It has been suggested that the government should levy a separate tax for education and restrict the funds so collected for elementary education and adult education.

473 **KIRACOFE K: Women and literacy. Go Teach 1969, 6(6), 3-7.**

The importance of literacy for rural women has been stressed. The rural community has to be studied and classes held at convenient hours. Sanitation, gardening, medical health, stories, music etc. should be included in the programme. The teacher should know the teaching of adult primer and teach it according to the method it advocates. The lessons should be graded and made interesting. The teacher should possess a favourable attitude towards illiterates. Each literate should shoulder the responsibility of helping others to become functionally literate. The programme should be organised for the entire village with the backing of the village women's organization, Gram Panchayat etc. The literacy certificates should be awarded at a village function along with variety entertainment programmes involving the participation of women.

474 **NATIONAL SEMINAR ON ADULT EDUCATION AND NATIONAL INTEGRATION, GAUHATI, 26-28 OCTOBER 1969. Revision of text-books for promotion of national integration recommended, reexamination of present syllabus of adult literacy classes emphasised. Indian Journal of Adult Education 1969, 30(11), 8.**

Some of the major recommendations are: 1) promotion of adult education; 2) programmes of national integration forming a part of adult education activities; 3) utilisation of all agencies and media for promoting national integration; 4) establishment of boards and departments of adult education in universities; 5) strengthening of social education departments in the States to launch national integration programmes; 6) scrutiny and revision of school and college textbooks; 7) workshop to be organized by the Indian Adult Education Association to revise the syllabus of adult literacy classes and prepare textbooks based on the revised syllabus.

475 RAO C V H: Scourge of adult illiteracy. Tribune 1 December 1969, p.4, cols. 3-5. 1710 words.

The economic, social and political implications of the huge illiteracy rate have been shown. The huge educational wastage and stagnation in the age group of 6 to 11 adds to the immensity of the problem. The need for functional orientation to literacy programmes, mobilisation of large number of voluntary agencies and production of suitable reading material for follow-up measures, have been stressed. The following suggestions are given: 1) in addition to functional literacy programme, the State Governments should take up adult literacy work as part of their educational programmes; 2) the Centre should provide special grants to the States for this purpose; 3) National Board of Adult Education and corresponding State units should be set up; 4) the universities should take active interest in adult literacy work.

476 SAIBABA G: Education of the agricultural worker and economic development. Education Quarterly 1969, 20(4), 12-15.

The agricultural workers need basic education, developmental education, and technical education for promoting economic development through rural development. The need is greater now than ever before due to the following reasons: 1) the agricultural workers form one of the major occupational groups in India and most of them are illiterates and poor; 2) agricultural revolution will be possible only if the workers are trained in the application of improved technology; 3) political stability which is a pre-requisite to economic development can be achieved if the agricultural labour, constituting the major section of the population is educated; 4) the present gap in the incomes, the level of education and educational facilities etc., between rural and urban people is not a healthy sign of progress, hence, development programmes for educating the agricultural worker should be deemed as important as the education of industrial workers. The school, the agricultural college, the concerned officials of the community development programme and agricultural development, and the panchayatraj institutions may be used for the education of the agricultural workers. Cinema, radio, television and the press should be used.

BASIC EDUCATION

477 **MATHUR V S**: Basic education and work experience. Haryana Journal of Education 1969, 2(4), 25-7.

Being an education for life and through life, the objective of Basic education is to produce a better individual in the society. The modified version of the scheme includes 1) free and compulsory education from 6 to 14 years of age, covering 5 years junior stage and 3 years senior stage; 2) mother tongue as the medium of instruction; 3) the process of education centring round some manual work and teaching integrally related to it, the handicraft chosen according to environment of the child; the social and physical environment used for correction; 4) the sales of products used to help the school; however this aspect is not to be stressed; 5) no external examination; and 6) textbooks avoided. This scheme allows the teacher, a wider field of activity, imagination and experimentation and a scope for children for free development. Influence of psychology present in every aspect of Basic education, makes learning process effective. Playway, character formation and self-confidence are some of the other attributes of the scheme of Basic education. Kothari Commission's stress on work experience is a principle drawn from Basic education. It has been advocated that work experience on the lines indicated in the Commission's report should be implemented.

478 **RAJESH KUMAR** : Mahatma's impact on Indian education. Haryana Journal of Education 1969, 2(4), 31-3.

The chief aspects of education according to Gandhiji are 1) utility of sound education as a means of wholesome life; 2) creation of a new social order through education; 3) emphasis on self-supporting aspect of education. To achieve these goals he advocated activity-centred education i.e. Basic education based on psychological, sociological and economical principles a) involving hand work as the prime means of intellectual training, b) providing opportunities for self-expression through the media of art and craft for sense experience; and c) inculcating in children the sense of brotherliness and cooperation between man and man. It has been pointed out that the scheme has not succeeded due to want of trained and enthusiastic teachers. It has been suggested that the vital points of Basic education should be re-examined, a workable plan evolved and a pilot project started during the Fourth Plan.

COURSES OF STUDY (Higher education)

479 **BANERJI D:** Social science content in undergraduate teaching of community health. Indian Journal of Medical Education 1969, 8(9), 293-5. 5 ref.

The social science curriculum should include sociology, social or cultural anthropology and social psychology. Data regarding the following social science aspects can help the planning and implementation of community health programmes: 1) social etiology of community health problems; 2) social orientation of community health practices; 3) social science contributions to the development of approach to health education; 4) social science aspects of evaluation of community health activities. The following three-phased instruction of social science has been suggested: Phase I. Some basic elements of social science including information regarding demography, social structure and social stratification, beliefs, customs, rituals, urbanization, social change, community motivation and learning, leadership communication, etc. Phase II. Detailed study about certain aspects of applied social science like the factors determining community participation in health programme, ecology of health and disease and applied demography. Phase III. Social science aspects that are more closely intertwined with other disciplines of medical science like social etiology, social pathology and social orientation of health practices.

480 **BARNS T E C:** Desirable development of the teaching of social obstetrics and gynaecology in medical colleges. Indian Journal of Medical Education 1969, 8(7), 296-302. 12 ref.

The teaching of social obstetrics presupposes a community extension service, based on a department of obstetrics. The staff structure, mode of operation, and reorganization required to re-fashion the obstetric department as a tool for education, research, and service to the community have been discussed. Guidelines for teaching social obstetrics within the frame-work of the existing M.B.B.S. time-table and also for research in social obstetrics have been suggested.

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481 **BHATNAGAR P L**: Role of basic sciences in aeronautic education. Indian and Eastern Engineer 1969, 3(12), 611-12.

The importance of incorporating basic sciences like mathematics, physics and chemistry in the curriculum of aeronautics has been stressed. All the topics in basic sciences that students are expected to know by the end of their studies should be examined and then graded courses may be designed for B.E. and M.E. classes on each of the basic sciences. A number of streams of specialization may be started at the M.E. level and each student can be given selective courses which are most essential for the stream of his choice. Alternatively, well-trained science students holding Master's degree may be infused at the M.E. and research levels in aeronautics or some of the well-trained aeronautical engineers may take up research assignments in basic sciences under the guidance of those engaged in topics which are connected with aeronautics.

482 **CONFERENCE ON TRAINING, 1ST, DELHI, 24-25 February 1969**: Report of the proceedings. Delhi, Indian Institute of Public Administration, 1969, 134p.

The proceedings of the conference, convened at the Indian Institute of Public Administration by the training division of the Ministry of Home Affairs are given. The training division has been set up to coordinate training activities in the field of administration and this conference was called to discuss such vital problems as identification and fulfilment of training needs in various government departments, training of trainers, preparation of training material, evaluation of training programmes and methods, problems of training institutions and to suggest an overall training policy. A summary of important recommendations of the conference is given. The annexures include working papers of the training division, individual working papers and reports of the three working groups.

483 **KING A D**: Behavioural science and the social role of the physician. Indian Journal of Medical Education 1969, 8(9), 399-405.

The role of the behavioural sciences in medical education in a developing country has been discussed. It has been suggested that medical education in India should be modified and should include an integrated, cumulative curriculum of behavioural sciences that would enable the students to understand the social, political and economic structure of the country on the basis of which the more strictly professional needs relating to the interactions between man, medicine and society could be analysed. The following measures have been suggested for the implementation of the programme: 1) establishing a research unit to investigate some of the multitudinous relationships between medicine and the behavioural sciences; 2) instituting a post-graduate unit in the behavioural sciences, concerned primarily with research in the general context of health and medicine and, possibly later, with the development of post-graduate courses in relevant areas; 3) secondment, for a short period, of interested and active senior behavioural scientists from university departments or research institutes; 4) maintaining absolute parity with other subjects, both in terms of teaching hours, systems of evaluation, research and especially library facilities. The social role of the physician in the context of a developing society has been discussed.

484 MENON M K K: Present status of the teaching of social aspects of obstetrics and gynaecology in the medical colleges in India. Indian Journal of Medical Education 1969, 8(7), 292-5. 2 ref.

The present training in obstetrics and gynaecology in the medical colleges of India lays no emphasis on the social, cultural, economic or other background of the patients which have an important bearing on most of the diseases. The following suggestions have been made: 1) introducing the social and demographic approach to medicine in its broadest aspects in the early period of training and teaching to regard the patient as an individual and a member of both the family and the community; 2) giving information regarding the nature of and the social, economic and cultural factors associated with the population explosion and training in the techniques of family planning; 3) introducing domiciliary mid-wifery during the three-month interval which the student spends in a health centre; 4) emphasizing the social factors by conducting practical training in a community with the cooperation of the Departments of social and preventive medicine.

485 NAYAR P K B: University degree programme in management patterns and problems. Integrated Management, 1969, No. 42, 43-9.

The need for increasing the output of competent managers and exploiting the university system for this purpose has been stressed. Some of the defects that should be removed in the existing university management programmes are: 1) lack of emphasis on basic disciplines; 2) absence of interaction between the management faculty and other university departments related to management; 3) curriculum being commerce-oriented and the continuance of system of external examinations; 4) lack of computer facilities; 5) absence of highly trained teachers in the upper ranks; 6) lack of attention to basic research; 7) lack of consultancy opportunity to the staff of management departments; 8) absence of an effective placement programme. The qualitative improvement of the management education programmes requires remoulding of educational philosophy, reconsideration of the basic objectives, teaching methods, examination system, type of students admitted, faculty mix required, and relationship with the business community, and not merely a revision of curricula or renaming of courses. The necessary guidance and resources can be given by the Board of Management Studies and the University Grants Commission.

486 PAUL P C: English studies and engineering education - the need for cross-fertilization. Education Quarterly 1969, 20(4), 28-31.

The major purpose of teaching English to Engineering students is to fulfill their aesthetic, emotional and intellectual needs. English teachers of engineering colleges have some natural advantages such as favourable emoluments, manageable size of departments, students of good calibre. However, a major advantage is the opportunity for inter-disciplinary studies. English teachers, in collaboration with specialists in linguistics may help to guide and promote extension and modifications of the language to accommodate the new knowledge and concepts being evolved by the scientists and engineers. Linguistics and phonetics should be included in the English curriculum of technological institutions as they can open new avenues of inter-disciplinary cross-fertilization. Similarly, communication engineers and acoustic physicists have to make extensive analysis of English speech and linguistic structures.

487 RAO K N: Changing needs of medical education. Indian Journal of Medical Education 1969, 8(8), 338-42. 15 ref.

The following topics discussed by the Third World Medical Education Conference - 1) social change and scientific advance - their relation to medical education; 2) medical education and the national structure; 3) organization of medical education to meet the changing needs of the society; 4) planning new programmes in medical education, have been dealt with. The need for relating medical education to community health care has been highlighted.

In view of the changing needs of the society and advances in science and technology, the topics to be included in model curriculum have been given. The methods of teaching and assessment have been suggested. Application of systems analysis and operations research in the field of medical education and health care has been recommended. It is opined that bio-medical engineering and computer medicine should be a part of modern medical education and that research in the field of biomedical sciences should be encouraged.

488 RAO K N: Reappraisal of the traditional curriculum, introduction of new disciplines. Indian Journal of Medical Education 1969, 8(8), 359-76. 21 ref.

In the light of the recommendations of various committees, conferences, seminars etc. the following conclusions have been drawn: 1) existing curriculum is not only traditional but also rigid in some cases; methods of teaching and the curriculum have become tools of inaction and obstruction to progress; 2) studies in the various facets of the educational processes are considered vital for the future development of medical education; 3) teacher-training programme to assist the learning process appears to require immediate action; 4) new disciplines like bio-mathematics, biophysics, genetics, social sciences, demography and medical statistics, pathophysiology, immunology, epidemiology, ecology have to be introduced and greater attention to pediatrics and preventive medicine has to be devoted; this can be achieved by promoting self-study; multi-disciplinary approach should be encouraged.

489 Study of current affairs [Editorial] Educational India 1969, 36(5), 169-70.

It has been pleaded that the study of current affairs in Social Studies currently adopted in schools, be continued in colleges and universities also. Frank discussions of current problems from an objective and academic point of view gives correct knowledge about the current social situation, leads to the discovery of solutions based on rational arguments to problems, reduces tensions blocking effective education and unrest among the students, allays discontent among youth, and fulfils the purpose of education, making it relevant to real life.

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490 **DESAI D M:** Population education - new challenge for Indian schools. Social Studies Teacher 1969, 6(3), 1-6.

The need for introducing population education in schools has been highlighted. The recent National Seminar on Population Education has been commended as an important development in this direction. Population education is different from sex education and it would cover population dynamics, the social and economic problems ensuing from population explosion, and the advantages of small families. The schools should undertake the following measures to evolve models of teaching units in population education: 1) examining some of the present courses in languages, civics, geography, mathematics and sciences and developing within these curricular frame works suitable teaching units that would help the students develop an awareness of the advantages of small families; 2) developing some reading and reference material in this field which would help in developing among students a right attitude to making and rearing a family.

491 **DUTTA S R:** Curriculum-reconstruction for our secondary schools. Bulletin of the West Bengal Headmasters' Association 1969, 18(10), 398-405.

The eleven-year school course is preferred to the suggested 10+2 year pattern. The following suggestions are made: 1) starting diversification at the X class; avoiding rigid streaming and providing more combinations of subjects and new electives; 2) providing two alternatives each for the study of the second and the third language; 3) modernising the mathematics syllabus, giving mathematics education to all students, providing a link between the core and elective mathematics; 4) teaching social studies and general science as alternative subjects; 5) teaching Indian history in classes V to VIII instead of the world history; 6) pruning the syllabuses of geography and science; 7) including moral instruction and general knowledge in the syllabus; 8) stressing physical training and other creative work and making them subjects of internal assessment; 10) providing challenging curricula for the gifted; 11) reforming the existing examination system.

492 **LULLA B P:** General principles of curriculum planning. Rajasthan Board Journal of Education 1969, 5(3), 12-19. 10 ref.

The basic foundations that govern effective curriculum planning are: 1) philosophical foundation - the curriculum should be in tune with the current accepted philosophy of life in the society; 2) sociological foundation - the curriculum should bear relationship with the history, tradition and culture of the society; 3) psychological foundation - the curriclum should be based on sound theories of learning and motivation, aptitudes and abilities of the learners and concepts of self-acceptance and group interaction; 4) educational foundation - the curriculum should be framed on the basis of the educational objectives, appropriate learning experiences and evaluation, up-to-date subject-contents, interdisciplinary approach and continuous course assessment. Subject specialists, curriculum expert, educational administrator and professional teacher are the participants in planning a curriculum. The various stages of curriculum planning are: 1) planning; 2) try-out; 3) implementation and 4) evaluation.

493 **LULLA B P:** Need for better curriculum administration. Education and Psychology Review 1969, 9(3), 129-134.

The present position of curriculum administration in India has been analysed with regard to a) curriculum planning, b) curriculum implementation, c) curriculum evaluation. The following drawbacks have been revealed: 1) absence of special administrative officers in charge of curriculum planning and administration in most States; 2) inadequacy of staff to carry out the responsibilities of curriculum administration; 3) overemphasis on the minute administrative details resulting in the neglect of curriculum administration; 4) absence of frequent curriculum planning; 5) negligible involvement of teachers and community in curriculum planning; 6) absence of set objectives of education of different levels of education; 7) continuance of traditional method of preparing brief and vague syllabuses; 8) selection of faulty and defective textbooks; 9) large number of schools assigned to each inspector; 10) unavailability of guidance to teachers from such inspections. It has been suggested that the recommendations of Dr. Henry Harap for the appointment of a special Deputy Director of Curriculum in every State should be implemented by the State Departments of Education.

494 **PAL B N, KHANNA A: Economic look on work experience. Education Quarterly 1969, 20(4), 1-5.**

The importance of work experience in schools has been stressed and the advantages have been listed. Appropriate work experiences that could be introduced at various school stages have been spelled out in detail. In the selection of experiences the foremost considerations are 1) utility to the student; 2) student's interest and 3) economic needs of the country, viz. stress on agriculture. Work experience should be rural-biased. With suitable State support, the local factories and farms should provide the requisite work experience to students. State farms and factories should provide a lead in this project. It should be ensured that the places of work experience are within easy reach to the schools. It may be fruitful to set apart a full-day for work rather than an hour or so each day. Technicians and farmers would be instructors while teachers should assume supervisory roles. Efficiency and productivity should be the criteria for determining the standard attained in work experience. The whole curriculum may have to be reoriented to fit in work experience. The students should be paid for their productive work. Suitable provisions should be incorporated in factory and labour legislation in order to make work experience to school children permissible.

495 **SINHA A, GHOSH B: Position of general science in Indian schools. School Science 1969, 7(2), 110-19.**

Analyses the existing school syllabi of general science in elementary and middle schools of different States of India, in the light of the following guiding principles: 1) development of the subject in a logical way avoiding isolated topics; 2) selection of concepts in conformity with the common inquisitiveness of children; 3) presentation of the subject matter in a manner as to excite their inquisitiveness; 4) promotion of inter-disciplinary relationship; 5) quoting examples from the environment; 6) fabrication and use of cheap and simple equipment items suitable to Indian conditions. The main findings are: 1) there is wide divergence in syllabus from one State to another; 2) topics have not been gradually developed on a class-wise manner; 3) most of the States are not very clear in mentioning objectives of teaching general science. It has been concluded that the curriculum for general science of every Indian State needs a thorough revision and drastic change to fulfil the requirements of the students.

ECONOMICS OF EDUCATION

496 **DUTT R:** Unit cost of education - a case study of Haryana Colleges. Haryana Journal of Education 1969, 2(4), 40-9.

Out of a total of 39 colleges in Haryana, 28 colleges have been included in the study. Two variants of unit cost, one with enrolment figures at the close of admission i.e. 15th of August 1965 as given in Form B-4 of the UGC and the other with enrolment figures at the close of financial year i.e. 31st of March 1966 as given in Form B-1 of the Ministry of Education have been calculated and then a range of the unit cost has been calculated. The upper limit would indicate unit cost with 'full utilization of capacity created' and the lower limit would thus indicate unit cost with 'actual utilization of capacity'. It was found that unit cost of education was the highest in the case of State colleges i.e. Rs.403-425; the second in order were other private colleges with unit cost of Rs.290-327 and private (women) colleges had the lowest unit cost of Rs.252-268. For all colleges of Haryana, unit cost of education worked out to be Rs.311-337. Percentages of the various components of costs to total costs of education, percentage shares of the different sources of finance for cost of education, and percentage contributions by different sources to the total cost of education have been given.

497 **SHAH R K:** Cost of books - is it a non-egalitarian force in our education. Education and Psychology Review 1969, 9(4), 197-205.

Verifies the Education Commission's observation that the cost of books and stationery acts as a non-egalitarian force on the basis of the survey "Socio-Economic Background of the students of the Faculty of Commerce, M.S. University of Baroda" conducted by the author. Hundred and twenty nine students on roll in 1966-67 of the Faculty of Commerce of the University of Baroda formed the sample. The students were required to give information regarding the expenditure on education incurred by the family during 1965-66 and the economic status of the family. An analysis has been made of the average annual expenditure on books and stationery at the elementary stage according to income groups and type of schools. It was found that - 1) students belonging to low-income group (i.e. Rs.3600 and below) spend Rs.11.5, whereas it is Rs.17.4 in the case of students of high-income group; 2) the students going to private schools spend Rs.27.3 whereas the students going to tuition-free municipal schools spend Rs.17.5. According to the Commission's estimates, the highest combined expenditure on books and stationery is eleven times the lowest, while it is nine times the lowest according to the present inquiry. The high rate of stagnation (59.1%) among poor students going to municipal schools as against that of 32 percent among rich students may be traced to the inability of the poor students to spend on books and stationery leading to premature withdrawal. Hence it has been pointed out that there is a clear case for reducing the burden of non-tuition costs as recommended by the Education Commission and of improving the quality of teaching in municipal schools.

EDUCATION : GENERAL

498 BHATT S R: Value crisis and scheme of Indian education. NIE Journal 1969, 4(1), 25-6.

The process of value-realization is basically an educational one and there is necessary link between educational objectives and value-seeking. That there is value crisis in the field of education is evident from the aimlessness, indiscipline, unrest, strikes, violence, disobedience to authority etc. prevalent in the student community. There are several issues connected with the problem of value-crisis one of which is East-West cultural confrontation in modern India. Whether the West should be imitated in toto or only some of its useful features should be assimilated is a problem that should be tackled by the educational philosophy.

499 BUCH M B: Innovations in education. Rajasthan Board Journal of Education 1969, 5(3), 20-7.

The following points are relevant with regard to initiating innovations in a school or classroom: 1. The conditions necessary for the successful implementation of all ideas from an external source are a) that the idea can satisfy the needs of the school and b) that the idea has not been uncritically accepted by the school. 2. As it obtains in India, most of the sources of innovations are external. 3. The innovation can succeed if cooperation and active involvement of the concerned teachers are ensured by the principal right from the beginning. 4. The support of the District Inspector of Schools is essential. 5. Parents have to be taken into confidence before initiating a major innovation. 6. A thorough prior planning is necessary.

500 MAHAPATRA S N, RAGHUNATH RAM: Reflections on some problems of modern education in India. Interdiscipline 1969, 6(2), 160-6.

India's educational system is reviewed in the light of the fundamental goals of education. The curriculum is biased in favour of book-knowledge rather than creative and problem-solving thinking. It is too vast to be covered thoroughly and therefore defeats its own purpose. The lack of attention given to sports and games as well as to cultural activities is reponsible for much of the present unrest and rowdyism. In addition, the conditions prevailing in the society are completely different from those for which the student is being prepared.

501 SHARMA M L: Indian education at cross-roads. Delhi, Arya Book Depot, 1969. 144p.

The various problems confronting the modern Indian education have been discussed. The following are the topics covered in the book: 1) conflict of values in education; 2) superfluous experimentation in education; 3) isms in Indian education; 4) language muddle and Indian education; 5) population explosion and education; 6) education - whose child? 7) brain drain & its impact on education; 8) educational finance; 9) essence of teacher education; 10) missing links in Indian education; 11) planning education and curriculum.

502 VARMA M: Philosophy of Indian education. Meerut, Meenakshi Prakashan, 1969. vi, 184p.

The centrality of religion and the related philosophy in the cultural efflorescence of a people is stressed and education is visualised as an agent and expression of the best in that culture. However, the modern Indian education has been geared to a policy which sought some obvious practical objectives. Hence, education took shape by partial adjustment of an inherited machine and some rapid practically-oriented innovations. This has brought into relief the juxta-position of competing values and ideologies supporting an industrial humanist ideal as against the eternal verities of the primordial cultural heritage. It is suggested that education should be invested with a spiritual dimension; for, an education that deliberately ignores or inadvertently poisons at the root the flowering of the human spirit in its cosmic and human relationship will never yield satisfactory fruit.

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503 CHILANA M R: Vital problems - tried solutions, NCERT taps the veritable mine of teachers' thoughts and experiences. Education Quarterly 1969, 20(4), 23-7.

'Teacher Speaks' is a volume of selected essays written by school teachers in the annual national contest called 'seminar readings' organized by the NCERT. The present paper tries to evaluate the essays selected in the sixth annual competition held in 1967-68. The educational problems covered in the essays could be classed as follows: 1) improving subject teaching; 2) general academic work; 3) organization; 4) response to current educational movements; 5) increasing responsibility of school to society; 6) individual needs of students; 7) 7) teaching tribal students; 8) student unrest; 9) educational theory. The process of problems-solving adopted in these papers can be summed up as below: 1) hit and miss method; 2) using others' experience; 3) collective approach; 4) experimental approach. The trend of solutions suggested in these papers could be categorised as follows: 1) practicable rather than theoretical; 2) concerned with improving teaching-learning process; 3) meant to meet individual needs of students; 4) meant to use the student body for better school organization. The suggestions given in different papers should be disseminated so that they can be made use of by different agencies like teachers, textbook writers, extension workers and educational administrators. A survey of the essays also reveals that the teachers are dedicated to their work, apply creativity in teaching and make self- appraisal to improve themselves.

504 PATEL M S: Trends and needed research in higher education. Journal of Education and Psychology 1969, 27(3), 254-63. 12 ref.

The crisis in higher education necessitated by the changing needs of the society, it is observed, could be resolved only through scientific study and research in the following aspects: 1) the problem of expanding facilities; 2) admission policy, students' requirements and their participation in university affairs etc; 3) recruitment, emoluments, status, conditions of work etc. of teachers; 4) curriculum; 5) methods of teaching; 6) evaluation; 7) administration, supervision and control; 8) the academic calendar. Other areas of research in higher education enumerated are: 1) higher education and international understanding; 2) wastage and stagnation; 3) problem of drop-outs and shut-outs; 4) work-experience and its influence on college achievement; 5) relationship with secondary education; 6) student personnel services; 7) perspective planning in higher education; 8) education of university presidents and deans; 9) autonomy; 10) role of the university in a developing society; 11) university as an agent of change and modernization.

EDUCATIONAL SOCIOLOGY

505 DIR SINGH: Students' problems and fathers' occupations. Educational Review 1969, 75(10), 227-9.

It has been stressed that the fathers' occupational status has a definite bearing on the personality development of their children. Based on the essays written and submitted by 85 student-teachers of P.G.B.T. College, Chhatarpur, a study was made on the problems of 87 boys belonging to primary, middle, higher secondary schools and intermediate colleges of 14 Districts of M.P. and U.P. Fathers' occupations and percentage of a sample of 33 cases tabulated, indicate that 70% of the fathers were engaged in independent occupations, mostly interested in training their children in their own occupations and thus were not interested in their academic achievements. This accounted for the creation of problems for boys. The 30% of the fathers holding jobs such as teachers, clerks, officers, employees in a mill or in railways could devote time to their children. The highest percentage of students with problems were found in category, 'independent occupations' viz. business class and the lowest percentage were found among washerman.

506 DESHMUKH C D: International understanding through education. Lokrajya 1969, 25(16), 13-14.

The school curricula must provide for the understanding of the fundamental features of the UN Charter. To promote international understanding, history should be taught as the story of the development of human civilization and the text books should be re-written accordingly. Study of human geography and social sciences promote better international understanding. Every educational system should include the following basic principles underlying internationalism: 1) there is dignity and value in all cultures; 2) all peoples have the right to conserve and develop their own cultures, the right to know and enjoy other cultures and the right to share the benefits of scientific advancements in other countries; 3) all peoples have the right to participate universally in exchange with others in the fields of education, science and culture. In this regard the governments of countries have special responsibility. Spread of education in each country would itself promote international understanding.

507 KIDD J R: Burden of social responsibility and the conscience of society. Journal of Education and Psychology 1969, 27(3), 233-42.

The social obligations of universities are stressed. It is pointed out that the following university services existing around the world could be usefully emulated: 1) university training for adult education personnel; 2) university leadership in the world literacy campaign; 3) continuing education for professionals, para-professionals, and those seeking general education; 4) research and development of educational technologies; 5) education by correspondence; 6) life-long integrated education or 'education permanente'; 7) education through the arts; 8) education of women; 9) education of the decision-makers.

508 NAIK T B: Impact of education on the Bhils, cultural change in the tribal life of Madhya Pradesh. Delhi, Research Programmes Committee, Planning Commission, Government of India, 1969. xx, 337p.

This is a study of the changes occuring in the family, kinship, marriage and community of Bhils consequent on the introduction of education. As a result of the study the following conclusions have been drawn: 1) only the economically well-off Bhils get the maximum educational benefit; 2) the educated are often found to come from comparatively large-sized families; 3) whereas kinship terminology is affected to some degree with the impact of education, the vital parts in the kinship structure, like the behaviour patterns and usages remain almost unchanged; 4) with the increase in education, a new leadership is emerging where the younger educated are gaining ground and becoming more popular.

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509 NANAVATTY M C: Social change and village school teacher. (*In* Kuppuswamy B, Mehta P. Some aspects of social change in India. Delhi, Sterling Publishers, 1968. 80-92).

In spite of the vision of social change envisaged in the movement of Community Development programme in rural India it has not succeeded in bringing about the desired change in the attitude of people. It is in this context that education assumes importance. Education has to become a part of the over-all social change and the school teacher has to initiate change in values from the authoritarian social system to democratic practices. Since the village teacher himself is a product of the prevailing social system of values, it is at the time of professional training in education that he can be helped to imbibe new outlook, belief and convictions necessary for assuming the social responsibilities of the school to the community.

510 NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NEW DELHI: National integration through teaching of social studies. Social Studies Teacher 1969, 6(3), 9-14.

Though the spirit of national integration through social studies can be imbibed effectively among students only at the middle and secondary stages, a beginning can be made at the primary stage by familiarising the students with different religious beliefs, food habits, languages, festivals, and customs prevalent all over India, the Constitution of India and the working of governments at the national, State and local levels. These topics could be elaborated at the higher classes. Some examples are given: A. Constitution of India: 1) constituent assembly; 2) single citizenship; 3) fundamental rights; 4) directive principles of State policy; 5) parliamentary character of the government; 6) federal character; 7) constitutional procedures. B. Contemporary economic and social problems: 1) Five-Year Plans; 2) defence of the country; etc.

511 PATKE S S: Education for national integration. Progress of Education 1969, 44(5), 162-4.

The suggestions are: 1) dispensing with the present practice of offering appointments, scholarships, admissions etc. on the basis of communal consideration; 2) beginning the daily work of a school or college with a mass prayer, where selected prayers from all religious books should be recited; 3) teaching at least one language of a neighbouring State; 4) organising boy scouts and girl guides programmes in all the schools; 5) framing model syllabuses of history and civics to promote healthy patriotism and the right type of good citizenship and following them without remaining bound by what the Education Department prescribes.

512 **ROLSTON F**: Need for parent education. Christian Education 1969, 19(4), 10-12.

The need for parents' education has been stressed and it has been suggested that well-planned and organised parent teacher association meetings help both parents and teachers. Parent education programme can be organised by 1) establishing casual contacts; 2) communicating with parents through telephones, postal correspondence etc; 3) visiting the homes of students; 4) sending children's progress reports to parents; 5) conducting individual parent teacher conferences; 6) organising a parents' library; 7) employing bulletin boards to issue notices etc; 8) planning parent teacher association meetings and 9) inviting parents to visit the schools.

513 **SAXENA S**: Community-school concept - its relevance to the Indian situation. NIE Journal 1969, 4(2), 14-18. 8 ref.

Though there is much scope for community schools in India, because of its democratic form of government and a decentralized system of education, there are neither community schools nor community participation in education. The two main reasons for this are: 1) the widespread illiteracy and the consequent lack of educational awareness, and 2) an undue dependence on the government or the administration for everything. The first step should be to make the schools community-oriented. The following four characteristics of the American community school, namely, 1) improving the quality of learning; 2) using the community as a laboratory for learning; 3) making the school-plant a community centre, and 4) having a community-oriented curriculum, can be emulated with advantage in India. The idea of the Residence School Village as depicted by the University Education Commission (1948-49) will have much relevance in the context of making the schools community-oriented, whether rural or urban.

514 **SRIVASTAVA A L**: Type of education and modernization among university graduates - a research project. NIE Journal 1969, 4(2), 40-6. 10 ref.

An attempt has been made to analyse the impact of type of education (scientific - rational and classical, tradition-oriented education) on the attitude of the post-graduate students of three institutions (Varanasi Sanskrit University - VSU, Indology college - IC of Banaras Hindu University both imparting classical, tradition-oriented education and Medical College - MC of Banaras Hindu University imparting scientific - rational education) towards the adoption of modern values in relation to caste, family, marriage and religion. The sample consisted of 35 students, from VSU, 35 from IC and 30 from MC. The study has been conducted through the use of a structured interview schedule. The study revealed that the students getting scientific-rational education are more receptive and adaptive to modern values than those getting classical, tradition-oriented education.

ELEMENTARY EDUCATION

515 Universal primary education [Editorial]: Educational India 1969, 36(4), 133.

The main cause for non-implementation of universal primary education as laid down by the Constitution, has been attributed to the apathy of the State governments. It has been emphasized that the expenditure on higher education has been disproportionate and no efforts have been made to stop the amount of wastage and stagnation prevailing in primary education. It has been stressed that education being a State subject, the implementation of universal primary education would be the responsibility of the State Ministries and more funds should be diverted to primary education.

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516 **BIR SINGH**: Increasing social acceptance level of children. Social Welfare 1969, 16(8), 18-19.

A study conducted among students belonging to 98 educational institutions has revealed that the following factors are responsible for developing friendship among themselves; 1) school studies - 47%; 2) interest in similar activities - 12%; 3) personal qualities - 12%; 4) neighbourhood - 8%; 5) same age - 5%; same caste, happy family relations, financial status etc. are other minor factors.

517 **CHATTERJI S, MUKERJEE M**: Utilization of aptitude test scores in improving the allocation process at the end of class VIII - a validity study. Journal of Psychological Researches 1969, 13(3), 123-30. 3 ref.

The purpose of the present investigation was to find out how much improvement could be attained in allocating students to different streams after class VIII, by taking into consideration the class VIII annual examination marks of seven of the school subjects in addition to the following aptitude tests: i) English; ii) clerical aptitude; iii) abstract reasoning; iv) verbal reasoning; v) mathematics knowledge and comprehension; vi) scientific knowledge and aptitude; vii) mechanical comprehension. The regression equations were obtained with these combined scores as independent variables and the annual total marks at class IX as the dependent variable. The multiple correlation, the regression coefficients, the residual sum of squares were calculated for 13 school groups. It was concluded that the use of school examination marks along with the aptitude score definitely improves the accuracy of the allocation process.

518 **CHOPRA S L**: Educational and vocational planning by high school students. Education and Psychology Review 1969, 9(3), 140-7. 9 ref.

Data were collected through personal interviews with 119 randomly selected class IX students with regard to their choice of subjects and to see if such choices have been judiciously done in keeping with their vocational plans. The study revealed that 72% of the students had made their choice in accordance with the wishes of their parents and 22% in accordance with their own interest. Only 2% of the students sought teachers' advice. Only 55% of students had made some tentative vocational plans; however the planning did not appear to be in keeping with the manpower needs of the society. None planned to take up agriculture even though 19% of the students come from families of agricultural profession. In the tentative choice of vocations, parents' wishes have been the dominant factor. Most of the students were not in the possession of adequate information about the profession of their choice. The study has brought out the inadequacy of guidance in schools.

519 **DESOUSA A**: Behaviour problems in children. Journal of the Gujarat Research Society 1969, 31(3/123), 248-52.

The two groups in behaviour problems are antisocial (Delinquency including stealing, lying, truancy, destructive behaviour, sexual offences etc.) and habit disorders (scholastic backwardness, thumbsucking, nail-biting, bed-wetting, feeding problems, day-dreaming, temper-tantrums etc.) The primary cause of behaviour problems in children should be sought in the parents whose attitude and rearing forms the central factor. Thus the problem could be solved if the attitudes of the parents are modified or changed. Child guidance clinics offer treatment for behaviour problems. For this, the full cooperation of the parents is essential. The suggestions for the prevention of behaviour problems in children are as follows: 1) the education of parents with regard to the causation of behaviour problems; 2) the availability of counsellors in every school for the early detection and handling of behaviour problems; 3) realization of the gravity of these problems and their consequences through a sound knowledge and to have them treated promptly; and 4) the establishment of child guidance clinics throughout the country.

520 **DHALIWAL A S**: Empirico-critical study of the index of industriousness. Journal of Psychological Researches 1969, 13(3), 154-61. 21 ref.

An investigation was undertaken to test the following postulates and hypotheses: 1) the industrious and the indolent groups are not significantly biased in terms of particular levels of intelligence; 2) the industrious and the indolent groups will not differ significantly in their performances on intelligence

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test; 3) the extreme groups labelled as industrious and indolent will significantly differ in their performances on the achievement variable; 4) the groups (identified as industrious, normal and indolent) will not change their identity at the next measurement. The verbal and non-verbal intelligence tests were administered to 175 ninth class students. Marks for two successive examinations in five compulsory subjects were collected and totalled exam-wise to give two composite scores for each student. All the scores were converted into T-scores. Ratios of achievement to intelligence were computed. Extreme 23% cases, at each end of the distribution of these ratios, were designated as industrious and indolent groups. The others became the normal group. Pertinent correlations were computed. The first two null hypotheses were rejected. The technique not only failed to yield the groups which ought to have been equated in intelligence test scores, but also had created an anomaly i.e. the overachievers turned out to be less intelligent whereas under-achievers were more intelligent. However, the third postulate stood. The groups differed significantly in achievement scores. The industrious individuals were the better achievers.

521 **KOUL L**: Personality levels of high and low achievers in mathematics. Education and Psychology Review 1969, 9(3), 122-6. 17 ref.

Two hundred and seventy boys, homogeneous with respect to socio-economic status were selected for the study. 112 boys scoring less than 40% in IX class annual examination were labelled as low scores and 50 boys scoring higher than 60% were labelled as high scores. The Hindi version of Cattelles High School Personality Questionnaire (HSPQ) of S.D. Kapoor was administered to these two groups under standardized conditions. Means, S.D.'s and t-values were computed to test the differences between the two groups with reference to the 14 scales of HSPQ. The factors B (less intelligent vs more intelligent), C (lower ego strength vs higher ego strength), E (submissiveness vs dominance), G (weaker super ego strength vs stronger super ego strength), and Q3 (poor self sentiment formation vs high strength of self sentiments) were found to be significantly higher for high achievers and the factors D (stodgy vs unrestrained), I (tough, realistic vs demanding, impatient), and J (liking group action vs fastidious individualism) significantly higher for low achievers in mathematics. Results of this study indicate that certain HSPQ scales may be used as possible non-academic predictors of achievement in mathematics.

522 **MEHTA P H:** Psychoanalysis and education. NIE Journal 1969, 4(2), 51-5. 8 ref.

The implications of the following elements of classical psychoanalytical theory to education have been discussed: 1) process of identification; 2) process of sublimation; 3) emotional conflicts; 4) transference of emotional life of the child from home to school; 5) sense of guilt. The application of psychoanalytic insights to the learning situation implies that the necessary equipment of the teacher is a realization of the importance of unconscious mental processes and their influence upon conscious processes, which can be achieved by developing his self-understanding through reading, introspection, group discussion, individual or group counselling, sensitivity training and allied processes.

523 **PILLAI K K:** Psychology of social studies. Social Studies Teacher 1969, 6(3), 21-3.

Psychology of social studies deals with the psychological principles regarding the learner, the learning material and learning situation and their application to realize these objectives. Instruction in social studies should include psychological processes of motivation and understanding, which imply the following teaching principles: 1) conditioning; 2) insight learning; 3) adjustment to individual differences; 4) provision for group work; 5) ego-involvement in learning; 6) skill development.

524 **PILLAI N P, NAIR A S:** Study of sex differences in certain cognitive functions. Kerala Journal of Education 1969, 1(1), 37-42. 6 ref.

The standardized tests of the Kerala university Verbal Group test of intelligence, Raven's Standard Progressive Matrices - sets A, B, C, D, E, the Kerala University Tests of numerical ability, clerical aptitude and science aptitude, were administered on two equated groups of 509 boys and 509 girls belonging to VIII, IX, and X classes to compare their mean performances in the following ability dimensions: verbal intelligence, non-verbal intelligence, spatial ability, numerical ability, clerical speed and accuracy and verbal comprehension and interpretation respectively. Age, socio-economic background, school grade, locale (rural - urban residence) were the factors considered for obtaining the equated sex groups. The mean scores for the above six variables was worked out for each of the sex groups. The difference of the means was subjected to a one-tailed test of significance and the results of the tests were tabulated. The conclusions are: 1) there is significant difference in the performance of boys and girls in all the tests; 2) boys are superior in verbal intelligence, non-verbal intelligence, spatial ability and numerical ability; 3) girls are superior in clerical speed and accuracy and language comprehension and interpretation.

525 **RAMJI M T: Concept of personality in educational thought of Mahatma Gandhi. Delhi, National Council of Educational Research and Training, 1969. x, 348p.**

A study has been undertaken to formulate a coherent and total concept of personality in Gandhiji's educational thought and to establish the relationship between his concept of personality and the educational activities suggested by him. With this end in view 4300 statements of Gandhiji have been examined with regard to the following aspects of personality: 1) genesis and basis of personality; 2) components of personality; 3) manifestations of personality; 4) ideal personality and 5) abnormal personality. On the basis of the study the author evolved a schematic model of Gandhiji's integral concept of personality. Similarly the author has identified the following educational activities in Gandhiji's thought which influence the evolving personality of the educand: 1) intelligent productive manual work; 2) social work; 3) prayer; 4) study of the different religious texts; 5) instruction through the mother tongue; 6) example of a teacher; 7) art; 8) physical exercise; 9) palate control.

526 **ROY R: Creative writing for children. NIE Journal 1969, 4(1), 42-5.**

Writing can be satisfying to the child only when he has felt a need for it. Sometimes the need is practical; sometimes it is putting into words unique ideas and feelings. Teachers should realise that forced situation brings little success. Children will want to write if the atmosphere and the environment are conducive to creative writing. The child that is creating is learning. The teacher may be the most important person in the creative writing programme. With praise and planning he can look forward to rewarding experience. Creative writing should begin in the kindergarten and should be developed at each succeeding grade level. It has many values of which the most important is that it relieves emotional tensions.

527 **SINGH V K**: Teachers' classroom behaviour. Educational Revieww 1969, 75(12), 265-7.

Teachers' classroom behaviour has great influence on pupils and sets a pattern of pupil behaviour in the classroom. A teacher sets a dominative pattern of climate when he talks about his own ideas of knowledge, commands, criticises pupil behaviour with the intention of changing it and justifies his own position. He sets an integrative pattern when he clarifies and supports the ideas and feelings of others, praises and encourages pupils, asks questions to stimulate pupils' participation in decision-making and to orient pupils to school work. However, an integrated classroom interaction which promotes healthy group behaviour is preferred to a dominant climate. Suggestions for classroom behaviour are: 1) setting goals within the reach of the class; 2) making pupils aware of learning goals; 3) ensuring pupils' participation in classroom work; 4) accepting the ideas of the students and encouraging them to ask questions and express their ideas; 5) avoiding direct commands and 6) helping pupils to understand and correcting when they give wrong answers.

528 **SUBRAMANIAN R, KRISHNAMOORTHY S**: Adaptability, admiration and ambition of the students of the Gandhigram Rural Institute, Education Quarterly 1969, 20(4), 6-11, 18.

A schedule of questions was administered to 60 students (boys and girls) of Gandhigram Rural Institute, to determine the degree of adaptability of the students to the life in the campus and to measure their points of admiration about the academic programme and their aspirational level with reference to their career and status. The following conclusions were arrived at: 1) a high degree of sociability exists among the students, teachers and to some extent the authorities because of the community life and the gurukula tutorial system; 2) the students are not so restless as their counterparts in other colleges; 3) as attention is paid to the personal life of the students, the objectives of the rural institutes are fulfilled; 4) the students admire community prayer, simplicity in life, academic programmes etc.; 5) the majority are desirous of pursuing higher education after the diploma course in the rural institute. Many expressed a desire for teaching and extension and for working in rural areas. A suggestion has been made to declare mature rural institutes as deemed universities.

529 DAVE R H, PATWARDHAN Y B: Improving practical examinations in science subjects. NIE Journal 1969, 4(1), 27-30.

A quantitative study based on verbal reports by a number of experienced examiners in Rajasthan revealed the shortcomings in the then existing pattern of practical examination. It was felt that practical tests should essentially be used to measure practical skill. For this purpose, practical skill was defined under the heads: a) process of performance and b) product of performance. These were further clarified in each subject - physics, chemistry, biology - to delimit their scope. It was also felt that the following skills and traits attained during the sessional practical work may be evaluated in the Board examinations: 1) drawing diagrams and sketches from observed facts; 2) collecting specimens like that of ores, minerals, crystals etc.; 3) displaying material collected; 4) improvising simple apparatus; 5) constructing models. The practical examinations were thus modified in the following respects for the purpose of improving validity and reliability: 1) increasing the number of exercises; 2) making the exercises objective-based; 3) improving the sampling of abilities and content; 4) improving scoring procedures; 5) improving reporting and interpreting procedures. These modified practical examinations were tried out three times to evolve an improved system of practical examination. The Rajasthan Board of higher secondary examination implemented the new plan in its higher secondary examination of 1968 in all the three subjects. Some problems were encountered during the implementation of the new plan. For the efficacy of this new examination, cooperation from the following agencies is required: 1) Departments of Education and Boards of Secondary Education; 2) schools; 3) teachers.

530 GOKHALE D N: Improving home examinations - reform of examinations. Maharashtra Educational Journal 1969, 17(12), 6-14.

The Committee on Examinations appointed by the Maharashtra Federation of Headmasters' Associations has proposed a scheme of internal examination after careful consideration of various plans of examination reforms suggested by various agencies. The scheme has been described in detail.

531 RAO T S: Evaluation in a non-graded school. Rajasthan Board Journal of Education 1969, 5(3), 49-52. 6 ref.

In a non-graded school, curriculum is arranged into sequences and is placed in hierarchical levels. The groups or individual students move from one level to another on the basis of continuous evaluation. There is need for developing appropriate reading readiness tests, devising and maintaining cumulative records of pupils' progress, evolving suitable method of reporting the pupils' progress to parents and teachers of the next higher unit. This calls for planning at a very sophisticated level. Before non-grading is introduced in schools, the research institutes in the country should devise a well-knit scheme of evaluation and tools of evaluation.

532 WELTY LEFEVER D: Teacher's role in evaluating pupil achievement. Tamil Nadu Education 1969, 3(4), 3-8.

The teacher's activities with regard to the measurement of pupil achievement include participation in planning and provision of assistance in the actual operation of the testing programme. Such cooperation would include - a) administering many of the achievement tests under the supervision of specialists; b) scoring achievement tests, c) recording the results in a cumulative system; 3) examining test scores carefully in order to understand the needs of his pupils more adequately; 4) studying the errors made by each pupil in order to discover learning difficulties and to plan a remedial campaign when necessary; 5) utilizing the test outcomes for more skilful guidance; 6) marshalling the outcomes from the evaluation of each pupil's growth so that a meaningful report of his progress can be made to his parents; 7) appraising his own teaching success in the light of test results; 8) cooperating with the superintendent and his staff in thinking out an overall interpretation of system-wide achievement surveys and in presenting many of the findings to groups of parents.

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EXTRA-CURRICULAR ACTIVITIES

533 **MARALKAR V S: Hobby hall - its educational worth and efficient working. Progress of Education 1969, 44(5), 165-9.**

Introduction of a hobby hall in every school has been suggested for the execution of the scheme of the new subject "social and cultural activities". Various hobbies that could be pursued are , making clay models and idols, albumbs of art, music, poetry, drama, preparing models of machines and so on. The required material and apparatus, books etc. have been described. The time-table should be so arranged that every class gets at least two continuous periods in a week for using the hobby hall. The hobby hall does not require any extra funds or fancy material and the students can bring the material they want, instead of depending on the school. Activities like frame-making, book binding, stove-repairing, bicycle-repairing, envelope-making, etc. can also be introduced. Since it is not possible to turn every school into a technical one, such a hobby-hall-cum-workshop can train the students in using their hands along with their heads.

GUIDANCE AND COUNSELLING

534 **JAIN S C: Guidance service in education. Christian Education 1969, 19(4), 13-16.**

Provision of guidance service is a basic requirement in any educational institution, especially the secondary school. But, due to financial reasons and lack of trained guidance-personnel, schools are unable to provide guidance. Hence it is suggested that teachers themselves should take up guidance work. The many advantages of class teachers functioning as guidance workers are listed.

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535 **JAYARAMAN M**: Guidance services in schools. Tamil Nadu Education 1969, 3(4), 21-4.

The three basic services of a school guidance programme - providing pupil information service, occupational information service and counselling service - have been described. The aims of providing guidance at the primary level are: 1) creating favourable conditions and opportunities for effective learning and for acquisition of basic skills necessary for satisfactory progress through the school; 2) developing favourable attitudes and behaviour in the classroom situation; 3) orienting pupils for the life in the high school so that the transition may be smooth and easy; 4) helping pupils to develop these attitudes, habits and traits which are necessary for a balanced personality. The Education Commission's suggestions regarding guidance in the primary school have been given. The decision of the Tamil Nadu government to open a unit of educational and vocational guidance has been commended and it is expected that the schools will be able to get qualified guidance personnel. Meanwhile, the programme should be carried out by assigning the job to a staff member.

536 **NARULA K S**: Guidance and counselling in secondary schools. Educational Review 1969, 75(12), 281-3.

The need for trained and well-oriented teachers to successfully implement the much needed guidance and counselling programmes in secondary schools has been stressed. The suggested programmes have been described under three major areas - 1) the area of educational effectiveness; 2) the area of social effectiveness; and 3) the area of vocational effectiveness.

537 **SHAH B**: Psychological tests in guidance. Educational India 1969, 36(5), 151-6.

Describes different types of psychological tests and their uses and limitations. The uses are: 1) if used properly, these tests give a lot of information about the subject - his intelligence, aptitudes, interests, values, personality traits, adjustment, etc; 2) they are useful as scientific tools to locate children who need special care; 3) they are useful for educational and vocational guidance. However, these tests cannot be the exclusive tools of guidance as they would give more unreliable results if not used carefully and in a scientific manner. A number of other tools like anecdotal records, cumulative record cards and interviews with parents and students can be used along with suitable psychological tests for effective guidance.

538 VERMA K K: Education for health. Education 1969, 48(12), 30-2.

The need for health education and physical activities in schools has been emphasized. The role of teachers in disseminating health knowledge and instilling in pupils the health habits has been discussed. Some of the suggestions that have been offered for the maintenance and improvement of health of students are: 1) including in the teacher training curricula, the elementary knowledge of common diseases, preventive and remedial measures, nutrition, sanitation, personal hygiene etc.; 2) health maintenance should be emphasised in schools through films; 3) maintaining health records, regular check-up of students and providing balanced mid-day meals; 4) disseminating knowledge about hygiene, physiology and school health to teachers by the extension services departments attached to training colleges; 5) gearing school broadcasts to an effective health education programme; 6) discussing health problems of pupils in teacher-parent meets; and 7) issuing weekly school health bulletins.

HIGHER EDUCATION

539 Correspondence courses /_Editorial_/: Educational India 1969, 36(4), 129-31.

The decision of the three universities of Andhra Pradesh to start correspondence courses, each specializing in a particular set of courses has been commended. It has been stressed that the personal contact between the teachers and the students should be retained in correspondence courses. The advantages of these courses are: 1) students genuinely interested in education resort to these courses; 2) acts of indiscipline and strikes have no place; 3) employed people seek the courses and combine earning with learning; thus mature and responsible people take the courses; 4) these courses are more educative in the long run than those given in formal educational institutions. For the success of the courses, it has been suggested, that the universities should appoint a special and competent staff, supply adequate teaching materials and encourage student-teacher meetings.

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540 _ ICAR and_the case for central agricultural universities /_Editorial_/: Indian Agricultural News Digest 1969, 1(4), 127-8.

It is pointed out that the Indian Council of Agricultural Research (ICAR) should devise measures to utilize more rupee resources for the development of agricultural education and research and reorient the pattern of foreign assistance to suit immediate and important requirements of the country. It is suggested that the ICAR should establish two or three central universities, on the pattern of Indian Agricultural Research Institute, in states like Himachal Pradesh, West Bengal and Kerala. The case for such a university in Kerala has been discussed in detail.

541 INDIA. MINISTRY OF EDUCATION AND YOUTH SERVICES. BANARAS HINDU UNIVERSITY INQUIRY COMMITTEE: Report ... Delhi, the Ministry, 1969. 238p.

The President of India, in his capacity as the visitor of the university, appointed a Committee to enquire into the recent state of unrest and agitation in the university. The following are some of the recommendations of the Committee: 1) the Act and Statutes of the university should be amended; the present bodies including the standing committee of the academic council responsible for the administration of the university should be dissolved and appropriate steps should be taken to provide for a 'nominated' executive council and a court and a new vice-chancellor; 2) the university should confine its teaching activities mainly to post-graduate courses and to technical and professional courses in order not only to sustain and reinforce the all-India character of the university but also to promote quality and excellence in the studies; 3) the engineering and technology faculties should be brought together and made to function in an integrated and coordinated manner. The committee has suggested for the preparation of the new Act some points for consideration with regard to the composition of various university bodies, vice-chancellor, heads of departments, student participation, etc. Some suggestions have also been made with regard to student union, university administration, hostels etc.

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542 **JOHN V V**: Unknown undergraduate, reflections on the undivine average. Times of India 17 November 1969, p.6, cols. 3-5, 7. 1800 words.

It is pointed out that the universities and colleges do not show concern for the vastly numerous under-graduates of average ability, and yet the quality of the national life depends on them. It is emphasised that universities should not tend to concentrate only on postgrduate studies neglecting undergraduate education. It is exhorted that university teachers should pay more attention to the needs of average students.

543 **PAL B P**: Role of agricultural universities [inaugural address at the conference on agricultural education in October 1969] Indian Farming 1969, 19(8), 5-8, 27.

The establishment of agricultural universities and reorganisation of the Indian Council of Agricultural Research have influenced agricultural production and the quality of education and research. Effective integration of teaching, research and extension has been achieved by the Agricultural university system. provision of opportunities for productive work, inculcation of team spirit and healthy outlook among teachers, researchers, farmers and administrative staff are the merits of the agricultural university system. The following suggestions have been offered: 1) the central and State governments should aid the agricultural universities to enable them to maintain the pace of modern development; 2) proper coordination should be maintained in postgraduate education through inter-institutional programmes etc., to achieve economy and efficiency; 3) continual institutional evaluation should be undertaken; 4) the universities and colleges should render graduate placement service; 5) graduate assistantships should be instituted to help students gain much needed work experience and practical training.

544 **PATEL A S**: Need to revitalize teaching and evaluation at university level - a case for semester system. Education and Psychology Review 1969, 9(4), 162-74. 4 ref.

Semester system of teaching courses and students working for credits have been suggested. With regard to evaluation, it is suggested that there should be internal and continuous assessment of students by teachers themselves. The teachers, it is said, should have freedom of developing their own scheme of examination.

545 **VEPA R K: Winds of change bypass university dons. Statesman 13 October 1969, p.8, cols. 3-6. 1250 words.**

The academicians who are the professional purveyor of ideas, have failed to formulate new theories and solutions for the problems facing the country. Continuous interaction between the administration and the university is lacking. Various problems in the fields - political, economic, social, educational etc. - have been listed and the following reasons are educed for universities and academic institutions shying away from these problems: 1) the hierarchy of teaching personnel and the lack of freedom of discussion in the classrooms; 2) the apathy of the Indian society itself to radical thinking; 3) the pattern of the administrative structure that prevents the impact of academic thinking at the highest policy making level.

HISTORY

546 **BHATT B D, AGGARWAL J C: Educational documents in India (1831-1968). Delhi, Arya Book Depot, 1969. v, 328p.**

This is a collection of extracts from selected official educational documents. This includes several well-known Committees' and Commissions' reports. The documents have been presented chronologically which enables to trace the growth of educational system in the country. The collection starts with 1813 - the year of the renewal of the charter of East India Company. The following are some of the important documents dealt with: 1) Wood's Despatch 1854; 2) Indian Education Commission (1882-83); 3) Indian University Commission (1902); 4) The Calcutta University Commission - Sadler Commission (1917); 5) The Hartog Committee Report (1929); 6) Report of the Wardha Education Committee (1937); 7) Abbot-Wood Report (1936-37); 8) Sargent Report (1944); 9) University Education Commission (1948-49); 10) Secondary Education Commission (1952-53); 11) Assessment Committee on Basic Education (1956); 12) Emotional Integration Committee (1964); 13) Recommendations of the Indian Parliamentary and Scientific Committee (1964); 14) Report of the Education Commission 1964-66 - Education and National Development; 15) Report of the Committee of Members of Parliament on Education (1967); 16) National Policy on Education (1968).

547 **KAMAT A R:** Progress of education in rural Maharashtra (post-independence period). Bombay, Asia Publishing House, 1969. xi, 348p.

Describes and analyses the growth of literacy and education in rural Maharashtra during 1947-64, on the basis of data collected in the socio-economic village surveys conducted by the Gokhale Institute of Politics and Economics, Poona. The study covers 69 villages from 14 out of 25 rural districts. Chapters 2 and 3 give a brief history of primary education in Maharashtra and the progress achieved in the post-independence period. Chapters 4-6 deal with literacy and education in rural population, classified by caste, size of land-holdings, income and such other factors which are known to affect levels and progress of literacy and education. The history of free and compulsory primary education is dealt in chapter 7. Chapter 8 presents information on quality of rual education as indicated by equipment, staffing and functioning of the schools in the surveyed villages. Chapter 9 presents the case of an intensively surveyed village and illustrates the nature of the data and analysis attainable by means of such intensive studies. A brief note is given on Rayat Shikshan Sanstha, a voluntary agency which has done pioneering work in the field of rural education in Maharashtra.

548 **MAHARASHTRA. EDUCATION AND SOCIAL WELFARE DEPARTMENT:** Educational development in Maharashtra State (1950-51 to 1965-66). Bombay, the department, 1968. iv, 101p.

A comprehensive report, based on exhaustive statistical information, has been prepared to describe the development of education in the State, over a fifteen year span so as to provide a comprehensive base for planning future educational development. The strength of education in Maharashtra has been identified in the 1) large expansion of educational facilities in all sectors; 2) provision of facilities for primary and secondary education on a very large scale; 3) providing better emoluments to teachers; 4) large expansion of professional education at the university stage; 5) development of a multiple system of educational finance; 6) extent and quality of private enterprise; 7) facilities for free education at all stages provided to economically backward classes. The principal weaknesses that have been identified lie in the 1) comparatively poor quality of education at the higher primary stage; 2) generally lower qualification of teachers particularly at the school stage; 3) prevalence of a large extent of wastage and stagnation; 4) non-existence of a common pattern of school and college system; 5) absence of adequate vocationalisation at the secondary stage.

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549 **PARANJOTI V:** East and West in Indian education. Lucknow, Lucknow Publishing House, 1969. v, 262p.

The contribution made by Indians as well as Westerners to the development of education in India has been discussed. The study brings out India's efforts to keep a balance between Western influence and the values of her own national heritage. A historical survey of education in ancient times and development through the Buddhist, Muslim and East India Company periods has been made. Special attention has been given to the contribution of christian missions to education. Recent experiments are analysed and appraisal made of free India's achievements to mould education in the light of the country's needs.

INSTRUCTIONAL MATERIAL AND AIDS

550 **ALL INDIA SEMINAR ON TEXT BOOK PRODUCTION AND CURRICULUM RESEARCH, POONA, 27TH-29TH DECEMBER 1968:** Report. Poona, Maharashtra State Bureau of Text Book Production and Curriculum Research, 1969. 75p.

The Maharashtra State Bureau of Text Book Production and Curriculum Research organized an all-India seminar to provide a common platform to all the State agencies involved in text book production. The four discussion groups discussed and made several recommendations on the following four aspects: 1) administration and organization of a text book producing bureau; 2) matters connected with preparation of text books upto the stage of manuscripts; 3) matters connected with production and distribution of text books; 4) matters connected with syllabus-making and research in textbook preparation and production etc. The recommendations are given. The report also gives the methods followed by different State governments with regard to text book production.

551 **D'SOUZA A A:** Audio-visual revolution in education. Teaching 1969, 42(2), 44-7.

The impact of audio-visual aids as the powerful media of communication responsible for bringing about a drastic change in the traditional type of teaching has been discussed. Their relevance to Indian conditions has been stressed. The effectiveness of audio-visual aids depends on the judgment skill and wisdom of the teacher. Thus it is essential that teachers should be associated both with the making and using of the aids and in their continuous evaluation and improvement in the light of cumulative experience. The teacher should avoid both excessive use of the new media and complete avoidance of it. It has been stressed that the audio-visual education should be further intensified.

552 JAYARAMAN M: Assessment of the effective use of educational films in city secondary schools. Tamil Nadu Education 1969, 3(4), 43-5.

A questionnaire study has been conducted among the high schools of Madras South Educational District to 1) survey the existing facilities available in the secondary schools for organising the film programme; 2) study the nature of films and their use in teaching different subjects; 3) assess the effectiveness in using the films as instructional materials. The major findings are: 1) many of the schools use only classrooms for screening the films and they do not have adequate facilities for controlling the light. 2) most of thes schools have screened only 3 to 10 instructional films and students are grouped according to the accommodation available and other administrative conveniences; 3) most of the teachers do not preview the films; 4) many of the schools do not have a follow-up programme due to a) the audience constituting different grades of pupils, b) the unsuitability of the hour of the screening, c) the absence of concerned subject teacher; 5) large number of schools evaluate the programme by oral testing and no school uses the procedure of checklist as this demands some thinking and effort. Suggestions have been offered to encourage teachers in using films for effective teaching.

POLICY AND PLANNING

553 BUCH M B: Institutional planning for educational improvement and development. Bhopal, Regional College of Education, 1969. 50p.

The three chapters deal with the following: 1) the concept of institutional planning, its need and its major characteristics and the relation between institutional planning and a programme of school improvement; 2) the techniques of preparing a school plan; 3) the roles of various agencies like the principal, the teacher, the pupils, the community, the District Education Officer and the training institutions in a programme of planning for improvement and development.

554 COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH. DIVISION FOR SCIENTIFIC AND TECHNICAL PERSONNEL: Research Engineers. Technical Manpower 1969, 11(12), 1-3.

Based on the study of the data about 20,000 degree holding engineers (including 1200 technologists) who have supplied information to the National Register of Scientific and Technical Personnel during 1967, the following conclusions have been drawn: 1) approximately 6% of the degree level engineers are involved in research and about 1½% indulge exclusively in research activities; 2) among the research engineers and technologists, half have postgraduate qualifications and the rest hold a Bachelor's degree; 3) about one-third of the research engineers work in educational institutions, one-third in research organisationsand the rest in developmental and industrial establishments; 4) research engineers and technologists are divided between public and private sectors in the ratio 9:1; 5) engineers working exclusively in research get less pay than those who combine research with other duties or those who work in non-research fields. Thus research does not appear to be attractive as a career for engineers.

555 KALE J D: Projections of students in different stages of education - Gujarat. Progress of Education 1969, 44(3), 90-5.

Projections of enrolment in different stages of education in Gujarat upto 1980-81 show that the children in the age group 6-10 years will be completely covered under the primary stage after 1975-76 and not even 10 percent of the population in the age group 18-24 will be enrolled in higher education by 1980-81. Thus, there is still need for quantitative improvement in the future, along with the qualitative improvement, in the education programme.

556 *KOTHARI D S: Ways and means of catching up with growing knowledge, educational reconstruction. Mail 14 October 1969, p.4, cols. 3-6, 1000 words.

The need for built-in flexibility in the educational policy and programmes is stressed in view of the present knowledge explosion. It is pointed out that the universities should not only be vigorous centres for pursuit of excellence but also promote in their members a sense of social responsibility and identification with the community. This could be achieved through introduction of work experience and social and moral education. The main elements of educational reconstruction as suggested by the Education Commission (1964-66) have been enumerated and the need for raising the educational expenditure from 3% of GNP to 6% of GNP has been stressed. It is observed that large scale support to education can be justified only if education itself makes a direct contribution to national productivity. It is suggested that universities should have developmental panels in which teachers, administrators and students participate in order to determine priorities of developmental programmes, to discuss problems of linking enrolment to needs of industries, etc. It is also observed that the pre-requisite for a strong and progressive university is its academic freedom.

557 MEHRA A N: Problem of the educated unemployed. AICC Economic Review 1969, 21(8), 37-9.

The reasons for the mounting imbalance between education and employment and the maladjustment between education and employment have been examined. The findings of the All India Survey of the Pattern of Graduate Employment and the Employment Survey of the Alumni of Delhi University have been discussed. Along with the menace of growing unemployment the paradox of manpower shortages in several occupations has been observed. It has been concluded that besides the slower tempo of industrial activity, progressive deterioration of standards also contributes to the large-scale educated unemployment and that the investment in human capital should be wisely planned.

558 **NAIK J P**: Role of teachers in educational planning and development. Bhopal, Regional College of Education, 1968. 18p.

A plan has been made to involve teachers effectively in the formulation and implementation of educational plans for achieving better success in qualitative improvement of education. A decentralized and broad-based planning process which would include planning at the institutional, district, state and national levels has been favoured for the purpose. Creation of teachers' organizations at appropriate levels for consultation has been suggested. Emphasis has been laid on institutional planning and it has been discussed in detail. Solidarity and close cooperation among teachers of various categories have been suggested for formulating and implementing educational plans.

559 **NAYAR D P**: Educational development in the Plan (1969-74). Rajasthan Board Journal of Education 1969, 5(3), 3-11.

The tremendous expansion of educational facilities during the last 18 years of planning is pointed out and the targets that would be achieved at the end of the Fourth Plan are also given. The various developments that have occurred with regard to: 1) training of teachers; 2) improvement of salary scales and conditions of service of teachers; 3) libraries, laboratories; 4) textbooks, examination reform etc. are described. The other aspects of development covered are: 1) the reorganization of school and college education; 2) removal of imbalance between rural and urban areas, between regions and between various sections of the society; and 3) the increase in expenditure.

560 _ One per cent of GNP for science and technology recommended [news item]: Tribune 20 December 1969, p.3, cols.1-2. 700 words.

The new Indian National Congress in its plenary session unanimously passed a resolution that not less than one per cent of the G.N.P. should as soon as possible be allotted for research and development in science and technology in pursuance of the scientific policy resolution of 1958 adopted by the Parliament. The resolution further recommended that: 1) it should be mandatory on the public and larger private sector undertakings to allocate a suitable percentage of their turnover for purposes of research and development; 2) a comprehensive plan with well-defined targets should be drawn up for realising the objectives of the science policy resolution; 3) a Ministry of Science Council should be set up; 4) diversification and improvement of the education and training pattern of scientists, engineers etc. should be achieved to produce the requisite manpower; etc.

561 PANDA S: Educational planning in India - some neglected aspects. Educational India 1969, 36(5), 147-51.

The need for identifying the national policy on education with the national goals has been stressed. Some of the handicaps of educational planning in India are: 1) lack of coordination between education and economy and between the Education Ministry and other Ministries; 2) lack of personnel trained in educational planning; 3) absence of proper machinery to collect the required data; 4) formulation of educational policies has been subjected to various pressures jeopardising the education; 5) lack of leadership in education. It has been suggested that planning at all levels should involve teachers, students and eminent persons from various fields like psychology and sociology.

562 RAJAGOPAL M V: Education in Andhra Pradesh - a study in qualitative development. Machilipatnam, Telugu Vidyarthi Publications, 1969. xvi, 123p.

An attempt is made to suggest a broad outline of a perspective plan of educational development in Andhra Pradesh for the next 15 to 20 years. The book, in its 8 chapters, deals with the following aspects: 1) primary education; 2) secondary education; 3) programmes of qualitative improvement; 4) equalisation of educational opportunity; 5) administration and planning; 6) higher education; 7) educational finance.

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READING

563 **BOURAI H H A**: Dynamics of textbook reading. NIE Journal 1969, 4(2), 33-9. 7 ref.

The following factors which need serious consideration, for reading a textbook have been discussed: 1) speed of comprehension; 2) ability to remember; 3) introspective reports of the reading process; 4) reading and the level of intelligence; 5) reading and other communication arts; 6) school achievement and reading. The directives for developing reading skills among students in English, mathematics, science and social studies have been given.

564 **PURI R K**: Inculcation of reading habits. Educational Review 1969, 75(10), 232-4.

The importance of inculcating reading habits among children has been stressed. Both at home and school children should be encouraged and provided a congenial atmosphere for cultivating reading habit. The schools can promote the habit by: 1) making library attendance compulsory for all classes for one period everyday; 2) reserving certain percentage of marks for evaluating the work in the library; 3) encouraging pupils of V to VIII classes to write down a single concept that occurred to them as a result of their visit to the library; later on, they can be asked to expand it to a full essay; 4) organising a sub-library known as the Little Children's Library for students of classes II-IV which should serve as an information-cum-hobby-cum-games-cum-reading room; 5) selection of reading material by the library committee on the basis of circulation statistics of the library. It has also been suggested that the teacher should also make every effort to develop the habit among students by suggesting a number of books for reading and assigning certain well-framed projects to be completed by reading several books. Book lovers' clubs for students and literary circles for the staff should be formed.

RURAL EDUCATION

565 TANDON J N: Aims and objectives of rural education in India. Educational Review 1969, 75(11), 241-3.

The importance of rural education is stressed and a plea has been made to devise a new system of rural education suited to the practical requirements of the rural folk such as food, clothing, health needs and opportunities for personal development. For this, it is stressed, rural education should concentrate on village crafts, farming, cattle tending etc. It is pointed out that social studies and general science should be taught to promote civic-mindedness and to broaden the mental outlook. It is also urged that the village school children should be stimulated to undertake social service for the welfare of the rural community.

SCHOOL FORMS

566 WADHERA R C: Sainik schools - their significance and structure. NIE Journal 1969, 4(2), 47-50.

The two main aims of sainik schools are: 1) grooming the students academically and socially for entry into the National Defence Academy, Karakvasala; 2) equipping them to follow with distinction any other civil profession. The important features of these schools are that 1) they promote national integration as students from different parts of India are admitted solely by merit; 2) the staff is selected on the basis of merit experience and efficiency; 3) the top executive positions are held by the officers from the three wings of the Defence services with the explicit purpose of introducing and familiarising the atmosphere, objectives and expectations of their respective services to the cadets. Comradeship, leadership, character-building and community service are cultivated on the campus through the judicious functioning of house system and the closely-knit daily routine of study and play, rest and recreation. Details regarding the administrative structure, curriculum, admissions and fees have been given.

567 BAWA J S: Science clubs in secondary schools. Activities of Science Club Sponsors 1969, April, 7-15.

The experience of the author in organising a school science club has been related. It has been concluded that the following factors are essential for the successful organization of a science club: 1) painstaking teachers ready to devote extratime for the club activities; 2) a well-phased programme spread over the whole year; 3) an interested and liberal headmaster; 4) a club room for the members to work during extratime; 5) a workshop containing the necessary implements and tools; 6) financial help from boys' funds to organise tours to places of scientific interest, to organise science fairs and exhibitions and to participate in contests; 7) cooperation among the science masters and the school authorities; 8) encouragement from the district authorities; 9) liberalization of conditions laid down for the spending of science club grants.

568 MISHRA S P: Science clubs, their purposes, organisation and activities. Activities of Science Club Sponsors 1969, April, 1-6.

The general problems pointed out by Science Education Department of NCERT as responsible for the unsatisfactory functioning of the science clubs have been discussed. The objectives of science clubs are: 1) to promote interest in science and scientific outlook among school pupils; 2) to encourage them to carry out more complicated experiments; 3) to learn the practical applications of science; 4) to give impetus and encouragement to the students to try out their ideas and apply their classroom learning into creative channels; 5) to identify and nurture the future scientists of India; 6) to provide educational and vocational guidance to its members. The suggested activities in science clubs are: 1) individual or group project work; 2) field trips to research centres, engineering operations, forests etc; 3) talks by visiting scientists, engineers, technicians, etc.; 4) reports by students on their projects or individual field trips; 5) career counselling conferences; 6) improvement of facilities and resources for science teaching; 7) screening of relevant motion pictures; 8) study and discussion of current scientific topics.

569 SHAH K B: Where are persons for employment in science education improvement and development programmes? Education Quarterly 1969, 20(4), 19, 22.

The paucity of personnel for improvement of science education has been discussed and the following suggestions have been made to tide over the difficulty: 1) the University Grants Commission (U.G.C.) and universities should identify those university teachers who are interested in the new science education programmes and depute them to the concerned institutions for a short duration, guaranteeing them of no financial or status loss on their return to their university positions; 2) the UGC National Council of Science Education (NCSE) and the NCERT must encourage such temporary transfers of university staff through special incentives; 3) the Directorate of Scientific and Technical Personnel of the CSIR should direct persons coming from abroad to such institutions as Pool officers; 4) the UGC, NCSE and NCERT should offer special scholarships to fresh M.Sc's and Ph.D's in various basic sciences and mathematics and send them for training for two or three years to institutions undertaking educational development programmes; after training, they should be allowed to be absorbed by the training institutions or utilized in the educational programmes undertaken by the deputing organizations.

SOCIAL EDUCATION

570 WAHID KHAN M A: Devaluation of the Social Educational Organiser. Kurukshetra 1969, 18(3), 15, 36.

The primary purpose of creating the post of Social Education Organiser (SEO) was to bring about an awakening among the illiterate masses of rural India to make them understand their own legitimate needs and also to spread the message of Community Development. It was in the beginning recognized that the SEOs achievements could not be measured in terms of immediate tangible results. However, after the lapse of some time it was felt that the SEOs' have not shown immediate results and consequently their number was reduced and many of them were assigned various jobs in which they did not fit.

571 ARYA S C: How a mentally retarded child develops intellectually. Social Welfare 1969, 16(7), 31-2.

The level of mental retardation of a child, his interests and potentialities have first to be assessed. The child should be given opportunities to develop intellectually. Understanding and cooperative parents, favourable environment, provision of proper motivation and stimulation, opportunities for experience and manipulation of new objects promote intellectual development. By repetition, the retarded cultivate healthy habits and through imitation acquire new knowledge and new skills. Suitable methods should be employed among the retarded to create interest in their work so that learning, retention and recall of the new knowledge is accomplished.

572 Educating the retarded [Editorial]: Hindu 7 December 1969, p.6, cols. 1-2. 600 words.

With regard to educating the estimated two million backward children, it is important to make certain distinctions. The category of children of normal intelligence who suffer from environmental disadvantages have to be provided with the needed amenities; similarly the emotionally disturbed children have to be provided with psychiatric treatment. The children of subnormal intelligence who constitute the genuine group of mentally retarded, would benefit by craft training rather than book learning. Specially trained teachers are needed for the purpose and the programme should be undertaken by the Department of Education rather than the Health Department. The programme should cover mentally retarded adults also who could be usefully trained in farming and cattle and poultry rearing.

573 YADAV R S: Education and health services for deaf children. Social Welfare 1969, 16(8), 12.

Rehabilitation work for the deaf is hampered due to lack of trained social workers, medicos, teachers and inadequacy of resources. Suggestions for the rehabilitation of children include: 1) organising 'early detection of deafness' campaign by health services; 2) running a parents guidance service in each town and extending the service to nearby villages;

3) establishing well-equipped schools for deaf children one each in all the States; 4) conducting research on problems relating to deafness and evolving a suitable modern language for the deaf; and 5) designing finger alphabet in various Indian languages.

STANDARD OF EDUCATION

574 **SIVADASAN PILLAI K**; Question of standards - an opinion survey. Kerala Journal of Education 1969, 1(1), 6-11. 4 ref.

An opinion survey was conducted among 765 teachers, 144 heads of schools, 100 educational officers, 50 educational experts, to identify the most important characteristics of educational standards. The data obtained from the responses of 61% of teachers, 69% of the heads of schools, 74% of educational officers and 68% of the educational experts were analysed and the following conclusions were reached at: 1) educational standard is a relative term; 2) it can be equated to the standard of proficiency in different subjects; 3) the three major criteria constituting educational standard are application of knowledge, 'general knowledge' and proficiency in subjects taught; 4) comparing the general achievements of pupils is the best method of assessing the educational standard; 5) it is essential to improve the existing standards; 6) the falling of standards is noticed at primary and secondary levels; 7) standards have fallen in general courses; 8) proficiency in English need not be considered as an index of educational standard; 9) the deterioration in standards is not typical of our country and not an isolated fact of Kerala; 10) standards have been lowered with regard to certain subjects, particularly English; 11) the introduction of compulsory education is a major factor for the fall in standards; 12) the other factors attributed to the fall in standards viz, economic problems, population explosion, curricular defects, ineffective teaching methods, poor quality teachers etc., vary with different sections of the respondents and 13) changes in the pattern and syllabuses have not improved the standards.

STATISTICS

575 **INDIA. PLANNING COMMISSION. EDUCATION DIVISION:** Selected educational and related statistics at a glance (plan and non-plan). Delhi, the Commission, 1969. 105p. 9 diagrams.

With a view to facilitating the work of educational planner, teacher, administrator and research worker, significant and diverse data (both time series and cross sectional) have been brought together in this volume. Seventysix statistical tables have been presented under the following 8 heads: 1) general; 2) demographic; 3) budgeted expenditure on education and total budgets, Centre, States and Union Territories; 4) institutions and enrolment; 5) teachers; 6) educational expenditure; 7) education in rural areas; 8) Plan statistics.

STUDENT INDISCIPLINE

576 **DUTTA K K:** Autonomy and discipline. Education Quarterly 1969, 20(4), 20-2.

The importance of university autonomy and the need for eliminating the external interferences and internal indiscipline have been highlighted. The student unrest which is to a large extent a reflection of the general social anarchy, has of late become detrimental to the national life itself. The educational reforms generally suggested for curbing student indiscipline are avoiding overcrowding of a large number of students in a single institution, organising smaller tutorial groups, provision of facilities for games, sports and other activities, development of cordial relations between teachers and students, etc. Mere legislation or codes are not sufficient for educational reforms; they should be implemented effectively. The prevailing unrest of the world has been mainly due to the growing depreciation of the moral values of human society since the outbreak of World War II and the failure to restore them. Though a unique feature of the Indian nationalism was its emphasis of spiritual values, truth and non-violence, the educational systems is devoid of these values. Education should lay stress on cultivation of essential moral and spiritual values in addition to emphasis on material progress.

577 **PRAMOD KUMAR: Student unrest, a psychological problem. Journal of Education and Psychology 1969, 27(3), 300-5. 8 ref.**

The agitational need-satisfaction sequence of student unrest involves: 1) representation of a list of demands to the authorities; 2) the apathy of authorities towards those demands; 3) organization of agitation; 4) acceptance of many of these demands by authorities under threat of force; and 5) the reinforcement of the agitational need-satisfaction sequence. With recurrent reinforcement the sequence has emerged as a norm in getting the grievances redressed. Unfavourable atmosphere prevailing in the universities, political interference, the educational system failing to guarantee future satisfactions of socio-economic motivations, the impersonal nature of mass education programme, contribute to the student unrest. The remedies are: 1) encouragement of a closer teacher-taught relationship through a) improvement of the teacher-taught ratio; b) reorientation of the attitude of the teachers and the authorities, to make it 'student-centred'; c) introduction of 'Student Personal Service' in the campus; 2) vocationalization of the educational programmes; 3) discouragement of external influence - political and governmental; 4) speedy and decisive action by the administrative machinery thereby unconditioning the 'need-satisfaction-sequence'; 5) discouragement of excessive and indiscriminate use of police force to control the unrest; and 6) appointment of persons with high character and integrity as Vice-chancellors.

578 **VYAS K C: Education through youth movement. Maharashtra Educational Journal 1969, 18(3), 30-4.**

The causes for youth unrest have been attributed to the following factors: 1) the loss of traditional values, behaviour and beliefs; 2) conflicting ideologies; 3) the impact of different cultures, ideas, ways of life, etc.; 4) divergence between precept and practice adopted by people; 5) the narrow outlook in respect of languages, caste-groups, communal groups etc.; 6) atmosphere of freedom and democracy without essential discipline, patience and tolerance; 7) unstable economic foundation and purposeless education; and 8) lack of understanding between the older and the new generation. The solution lies in education which shall help youth to develop varied abilities and aptitudes and enable them to adjust the new environment. The academic attainments, mechanical scientific and technical ability, artistic, creative and physical abilities of youth could be achieved by 1) provision of vocational and purposeful educational training; 2) organization of clubs etc.

a) youth clubs, b) scientific clubs, c) dramatic, decorative, craft, music, art, cooking, flower decoration clubs, d) nature ramble, hickors', climbers', swimming, cycling clubs, e) clubs providing field games and gymnastics; 3) encouragement of trips, tours and camps; and 4) organization of scout movement, and social service programmes.

STUDENT PROBLEMS

579 **PALSANE M N:** Some problems and perceptions of college students. Education and Psychology Review 1969, 9(4), 175-82.

A study was undertaken to investigate the problems and perceptions of students of the university of Poona as seen by themselves as well as by their teachers and to compare their perceptions. The responses from 103 students and 27 teachers led to the following conclusions: 1. The students gave top priority to the library, reading-room and laboratory facilities, scholarships and financial aid. The teachers also agreed with them; 2. The major problems of students are unemployment or underemployment after education, high cost of education and inadequate teaching standard. The teachers agreed on the first problem above, but the second and third ranks were given to the problem of general lowering of the national character and the home environment being ineffective in stimulating students respectively. 3. The students as well as teachers considered that the most important cause of student agitations was untactful handling of students problems by the authorities and the teachers. The remedy for student problems and unrest suggested by 90 per cent of the students and the teachers was that the authorities and the teachers should freely mix with students, discuss the problems and find the solutions. 4. Falling educational standards have been attributed to a number of causes including irrelevant curricula, unrestricted admissions, malpractices in educational administration, interference of the political parties, etc. The teachers thought that restriction of admissions was necessary to raise the academic standards while the students did not think so. 5. The students and the teachers almost unanimously thought that the socio-political life of the country had deteriorated.

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STUDENT SELECTION

580 MAHANTA D: Selection of students for technical education. Prajnan 1969, 3(1), 43-6. 22 ref.

With regard to the problem of selecting students for technical education, it is pointed out that the nature of the subjects in technical education may suggest a test battery of the D.A.T. (Defferential Aptitude Tests) or G.A.T.B. (General Aptitude Test Battery) type where it could be possible to use the separate test scores as indicative of special abilities and the aggregate of the three test-scores (verbal, numerical and abstract) as an index of general mental ability. Alternatively, the use of a test battery consisting of a test of g (general mental ability) and a few tests of K and m (spatial and mechanical) factors may be advocated. From an experimental project of the Bureau of Educational and Psychological Research, Calcutta, utilizing the tests of numerical ability, abstract reasoning and verbal reasoning of DAT (West Bengal adaptation) it has been found that the performance in these tests can be a valid guide in the selection of students to technical streams in higher secondary education.

TEACHERS

581 GANGAPPA M A: Professional status of a teacher. Educational India 1969, 36(6), 188-90.

The following suggestions are made to raise the professional status of teachers: 1) teachers should have high proficiency in the subjects of their speciality and should have a sound knowledge of psychology and sociology; 2) they should resort to in-service education through summer schools, short-term courses, seminars etc.; 3) professional library should be built up and teachers should make constant use of it; 4) a teachers' association should be formed and frequent conferences held to maintain solidarity among teachers, to formulate and adhere to ethical codes, to discuss educational problems, to promote the welfare of teachers, to contribute to the general welfare of the society etc.; 5) teachers should be provided proper pay scales and there should be ample chance for promotion.

582 **GUPTA H G:** How to make teaching an interesting task for educators. Education 1969, 48(11), 10-15.

A teacher desirous of making his teaching interesting should have the following personal and professional qualities: A. Personal - 1) humour; 2) fertile imagination; 3) democratic set-up of mind. B. Professional - 1) knowledge of adolescent psychology; 2) up-to-date knowledge and use of recent developments and researches; 3) efficiency in the execution of new experimentation; 4) receptive mind; 5) zeal in attending refresher courses, workshops, seminars, and summer courses; 6) adoption of practices which have their base in experimentation or empiricism; 7) presentation of the subject-matter in keeping with the class-norms; 8) use of audiovisual aids; 9) adoption of latest scientific methods; 10) use of familiar and similar examples; 11) dramatization of the situation to illustrate difficult points.

583 **SHAMSUDDIN:** Influence of socio-economic factors on teachers' career. Interdiscipline 1969, 6(2), 143-50.

A number of socio-economic factors that influence the choice of teachers' careers are examined. The majority of men teachers are married, while most of the women teachers are not. The age distribution also varies significantly between men and women, almost half of the women teachers being under 25. On the whole the teachers come from families where parents' occupational status is not higher than that of middle class families. Most of them have joint families with an average of 10 members. It is concluded that the career of teaching has little economic incentive, and some recommendations for improving the situation are given.

584 **SHUKLA S K:** Village primary school teachers' views on some social issues. Progress of Education 1969, 44(3), 96-101. 6 ref.

The study confined itself to a sample of 50 male teachers working in the Junior Basic Schools, all run by the Lucknow District Board and situated in Sarojini Nagar. An interview schedule was administered to the teachers individually in the natural school atmosphere. The main findings are: 1) most of the teachers are tradition-bound regarding joint-family system, caste hierarchy and observance of religious rituals; 2) a good number of them possess liberal views concerning prohibition, widow-

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marriage, child marriage and dowry system when these do not concern them personally; 3) the younger teachers who are generally better educated as also those who come from urban areas possess relatively liberal views on most of the issues; 4) the opinions of teachers regarding the Five-year Plans and the family planning movement show no clear-cut trends. It has been concluded that though the study indicates to a certain extent that education has had a liberalising influence on the attitudes of the teacher, contrary to the findings of some of the similar studies, it did not find teachers liberal on all social issues.

585 **SHUNMUGAM N, KULANDAIVEL K:** Comparative study of the problems of headmasters in newly started and long-established schools in Coimbatore District. Journal of Educational Research and Extension 1969, 6(2), 74-86. 5 ref.

The tool of investigation consisted of two parts - 1) a questionnaire and 2) a list of problems. The questionnaire sought personal information, suggestions on two routine practices to be followed by the headmasters and all teachers, a set of 25 problems ranked, a specimen problem and how it was tackled. The check list of problems contained 100 problems the responses to which were rated on a five-point scale. The questionnaire returns from 120 heads of secondary schools were analysed. Some of the recommendations based on the findings of the study are: 1) appointing experienced persons as headmasters of newly started schools; 2) giving additional increments to the heads who improve their qualifications; 3) conducting periodical seminars or workshops of short duration and training in research methods for headmasters; 4) introducing student self-government activities in schools; 5) improving the standard of elementary stage; 6) establishing closer student-teacher contact; 7) improving the salary scales of teachers.

586 **VACHHRAJANI B R, JOSHI S M, JOSHI N S, VACHHRAJANI R B:** Socio-economic and health check up of school teachers. Journal of the Gujarat Research Society 1969, 31 (3/123), 230-44.

A socio-economic and health check up of 33 male and 21 female teachers of three schools was conducted. The teachers of one High School were Marathi speaking and of the other two Gujarati speaking. The data led to the following conclusions: 1) the size of the family of 41 teachers was small (3 children or less)

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thereby indicating that Marathi and Gujarati middle class have resorted to family planning; 2) 44 teachers wished to continue in their jobs; 3) 35 teachers stayed in one or two room apartments; 4) 40 teachers were vegetarians; all the Gujarati teachers were vegetarians; 5) 8 teachers complained of irritability and excitability, 4 complained of boredom and depression and 11 were worrying type; 6) 37 teachers felt that the teachers in schools did not receive their deserved respect in the society; 7) diabetes, asthma and carcinoma were important family illnesses; Typhoid formed most important previous illness; morbidity of teeth was noted and in two cases there was loss of all teeth at the age of 45 and there was one case of mitral lesion. The importance of the studies of this nature has been stressed.

TEACHING METHODS

587 ARJUN DEV: Teaching of history in India. NIE Journal 1969, 4(1), 5-14.

The teaching of Indian history can promote understanding of the present Indian reality and attitudes necessary for national integration only if it is freed from distortions and becomes a scientific study of the evolution of Indian society in all its aspects through the ages. The following suggestions are offered: 1) political conflicts should be taught dispassionately and objectively; 2) it should be pointed out that the Indian culture has never been static and monolithic and that the richness and variety is the result of intermingling with different cultures; 3) teaching about religion should help develop an understanding of and tolerance for different religions; 4) it should be emphasised that Indian nationalism is of recent origin and that it could not be traced to the ancient period of Indian history; 5) that the Indian freedom movement was an all-India movement involving the masses, that the aim of the movement was not merely the attainment of independence but the reconstruction of Indian society and that the communal politics harmed the cause of independence are points to be stressed; 6) the use of scientific and precise terms is important with regard to description of people, rulers, and the different periods of Indian history.

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588 **D'SOUZA A A: Teaching of science in primary classes. NIE Journal 1969, 4(2), 5-9.**

Nature study should figure prominently in the curriculum of kindergarten, elementary general science in the classes III-VII and physics, chemistry, biology as separate disciplines in classes VIII-XI. The primary objective of science teaching in the primary school is to keep alive and sharpen the child's natural curiosity and sense of wonder in the world around him, and to help him learn about it by direct observation and discovery. The content of the syllabus should be drawn from the natural environment of the school which will be different for rural and urban schools. The study of nature should gradually be extended to cover elements of physics, geology, biology etc. Discovery activity method is the most suitable method in the teaching of elementary science in the primary school and it can take many forms; 1) children in the lower primary classes can grow seeds and plants in their classroom in pots, tins or bottles; 2) they can be taken for nature rambles to nearby parks, botanical and zoological gardens; 3) in the later primary years teachers should help students to devise their own investigations with their own apparatus; 4) older primary children can be encouraged to start their own class acquariums, wormeries, aviaries and class or school museums; 5) children in all classes should be encouraged to ask questions and the teachers should help the children to discover the answers themselves.

589 **GURU G: Investigatory projects in zoology. Activities of Science Club Sponsors 1969, May, 14-25. 7 ref.**

The main objective of the investigatory projects is to involve students in an active quest that makes them scientists in search of discovery in this discipline. The suggested projects have been grouped under the following headings: 1) organisms living in their characteristic environments; 2) individual organism as an open and dynamic system, that is, its maintenance through exchange of materials and energy with its environment; 3) maintenance of the species, i.e., the problems of heredity, reproduction and development; 4) organisms in their ecological setting; 5) historical continuity, i.e., evolution of organisms and their environment. Investigatory procedure has been illustrated taking one example from each of the above groups.

590 ITTIYERA P J: Anatomy of class room whispers. NIE Journal 1969, 4(2), 19-22.

An analysis of the classroom whispers indulged in by brilliant, mediocre and dull students showed that most of the brilliant students talked about the subject taught in the class, whereas most of the conversations of the mediocre and the dull had no relevance to the topic under discussion. Private discussion was also noted more in social studies classes. In the light of these findings, group discussions and project work were conducted with one brilliant student in each group and the plan proved to be a success. It has been concluded that a) students should be actively involved in the classroom activities by constant questioning b) their answers should be sympathetically heard, and they should be allowed to ask questions; c) once interest is created the best way of learning is by discussion.

591 MEENAKSHISUNDARAM G: Teaching Science - why a new approach? Kerala Journal of Education 1969, 1(1), 31-6.

A plea has been made for a better teaching of science in schools so that a firm foundation of elementary scientific knowledge is laid on which the structure of higher scientific training can be built. The objectives of science teaching have been enumerated as follows: 1) acquisition of knowledge; 2) understanding of the basic scientific laws and principles to enable the pupils to solve the daily life problems; 3) development of a skill in scientific thinking and; 4) development of interest leading to desirable use of leisure. For developing scientific thinking among students, the techniques of teaching science should be based on: a) making purposeful, accurate and extensive observations under a variety of conditions; b) collecting and arranging data or facts obtained; c) analysing and synthesising the data and choosing a problem; d) recalling experiences relevant to the problem in order to select the underlying laws or principles; e) making a hypothesis; f) formulating the law or principle; g) testing experimentally the inference drawn; and h) passing the right judgement. Organisation of the science course in units is suggested for reforming science teaching in schools.

592 **RAJAGOPAL M V:** Tutorial system in collegiate teaching. Educational India 1969, 36(4), 111-16.

The scope and objectives of the tutorial as a supplementary method of collegiate instruction at the first degree level and its adoption and implementation with special reference to the needs and resources of each individual college have been discussed. The lecture method, as it is also important should be refined so as to eliminate its obvious intrinsic and contextual limitations. The basic aims of university teaching could be achieved through well-conceived tutorials which are suited to undergraduate teaching. The tutorial which is a teaching-learning process would involve the student participation and active discussion with teacher. The system would succeed in an informal atmosphere and with a group of 4 to 8 students. The system could be introduced in the second year at suitable intervals of time, while the first year could be spent on intensive scheme of library work. The system is best suited for humanities and social sciences. However, with changes in techniques, it could be organized for science subjects also. Skills of putting right questions, drawing right conclusions from evidences, capacity to solve problems with reference to first principles can be developed in the first degree level by tutorials. In the third year, the tutorials can be continued or seminar method can be employed. However, to start with, tutorial experiment should entirely be a voluntary programme open to teachers who realize its importance.

593 **SAMPURAN JEET:** Team Teaching. NIE Journal 1969, 4(2), 23-4.

Team teaching is described and its advantages are enumerated. In the light of the Education Commission's suggestion for a more flexible approach to educational experimentation, it has been suggested that team teaching can be tried in India in all those schools where 1) there is a large number of students in each class; 2) the teaching staff is competent to undertake the task of team teaching; 3) the school administration understands the requirements implied in such innovations; 4) there is financial support and encouragement from the authorities. Though most of the Indian schools at present are incapable of taking to team teaching, some of the advanced schools should adopt the method on an experimental basis and provide leadership in the field.

594 SHARMA S: Teaching for transfer. Education 1969, 48(11), 5-7.

Most of the school subjects are taught because of their transfer value (i.e. application of learned principles to other situations). Hence every teacher should attempt transfer between parts of a school subject (as between grammar and correctness of language expression), between different subjects (as between mathematics and sciences), and between school and out of school activities. Some of the suggestions offered to the teachers are: 1) having a clear objective as to what the students would be able to do as a result of their school work; 2) making students understand clearly as to when to expect transfer, what kind to expect, and its benefit; 3) identifying the common components in contents and pointing out their relationship to the students; further, lessons should be correlated with life so that common elements between school learning and life problems are clearly pointed out; 4) developing generalizations in the classroom which extend to other situations; 5) concentrating both on the process as well as the product of learning; 6) building up mental alertness in the minds of students for continually making new applications of learnt principles.

595 VARMA S C: Agriculture teaching and community resources - secondary stage - a few observations. Progress of Education 1969, 44(4), 128-30.

Agriculture teaching in secondary schools has not received the attention and treatment it deserves. Consequently, it is pointed out, adequate budgetary provisions do not exist. However, it is suggested, the agriculture teacher should try to utilise the community resources for improving his teaching and making it practical. Several suggestions in this regard have been made.

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TESTS AND MEASUREMENTS

596 DATTA S: Factorial validity of the adapted version of the Holzinger-Crowder uni-factor tests. Journal of Education and Psychology 1969, 27(3), 296-9. 5 ref.

The original version of the tests provides measures on four aspects of mental activity designated as verbal, spatial, numerical and reasoning with the help of nine tests. High factorial validity of this battery of tests has been reported. In the adapted version, the major changes introduced were the construction of two tests "Word Meaning" and 'Odd Words' in Bengali and ommission of two tests measuring spatial ability. The present study aimed at verifying the assumption that the factorial composition of the adapted battery would be very similar to that of the original battery (with the exception of space factor). Besides, an attempt was made to study the similarity between the factor patterns of the two versions for which it was necessary to re-analyze Schutz's intercorrelation matrix with the exclusion of tests on spatial ability. The adapted battery was administered to 400 VIII class students and the results have led to the conclusion that by establishing three independent factors running through mutually exclusive clusters of tests the results of factor analysis demonstrate high factorial validity.

VOCATIONAL AND TECHNICAL EDUCATION

597 Enlarging the polytechnics ∠Editorial_7: Hindu 8 December 1969 p.6, col. 2. 600 words.

While taking note of the fact that an expert committee will be set-up to evolve a ten-year plan for reorganizing the polytechnic education with a view to introducing sandwich courses, it is observed that the recent decline in the popularity of polytechnics is not entirely due to its lack of practical orientation, it has been due to the recent slump in the economy. The necessity of broad-basing the polytechnics education to include a multiplicity of trades suiting to the local needs is stressed. Absence of educational institutions providing for the varied necessities and choices of students, forces every one to take up the academic path; hence a carefully planned expansion of the polytechnics would offer a broader choice to the student as well as facilities for part-time study to many adults.

598 KOTESWARA RAO C: Technical training. Indian Leather 1969, 3(8), 17-22.

The following training programmes, conducted by the Central Leather Research Institute, in leather technology are described: 1) university courses leading to B. Tech., M.Tech. degrees; 2) training courses for sponsored candidates; the diploma holders sponsored by the Ministry of Education and tanning industry are given intensive practical training; 3) refresher and special courses for trade and industry; 4) specialised training for foreign personnel. With the development of mechanisation of tanning industry and exports of wet blue chrome and finished leathers, the following future needs of training programmes are stressed: 1) training of technicians in the mechanised processes and also in the use of diversified products; 2) advanced training to diploma holders for effective middle level management; 3) orientation of highly qualified technologists into rationalization, automation of tanning processes and training in import substitution; 4) allowing diploma holders to take degree examinations after a part-time course; 5) in-service training of teaching staff in teaching institutions.

599 PANJWANI S S: Job analysis. Prajnan 1969, 3(1), 19-23.

A course of study or curriculum derived out of job analysis alone will be an appropriate solution to the problem of providing job-oriented education or training. Job analysis for curriculum development is the work of a specialist in the field. It also requires cooperation from industry and other organizations where the products of institutes or universities are to be employed. The meaning, types and methods of job analysis are described.

600 SURYANARAYANA V: In-service training of irrigation engineers in agricultural matters particularly cropping pattern, water requirements of various crops, etc. Indian Journal of Power and River Valley Development 1969, 19(9), 377-82.

The aspects to be covered in the in-service training of irrigation engineers have been described. Three executive engineers and 3 assistant engineers may be deputed for training every year from each State. The following programme of training, the total period of which may not exceed three months has been suggested: 1) study at agricultural stations such as Rudrur, Anakapalli, Rajendranagar etc. in Andhra Pradesh; 2) visit and study at other research stations, demonstration farms in Project areas in other States, Coimbatore Agricultural College farm, Rice Research Institute, Cuttack etc.; 3) visits and study of the old delta irrigation such as Krishna, Cauveri etc. and a few latest projects brought under irrigation as Krishnaraya Sagar, Deccan irrigation system in Maharashtra, waterlogging and salinity problems in Punjab, Dry-cum-Wet irrigation in Tungabadhra Project, zonal irrigation of lower Bhavani Project etc.; 4) study tours of foreign countries like Japan, USA, USSR, etc. to study the latest practices in agricultural engineering etc.

601 VARADAN M S S: Technical education - 1) reorientation for industrial needs; 2) practical training for engineers. Hindu 23 October 1969, p.8, cols. 4-7; 24 October 1969, p.6, cols 6-8. 2400 words.

Restoration of the quality in the products of technical education and diversification of the courses have been stressed. With regard to the improvement of quality, the following suggestions are given: 1) through psychological and comprehension tests only those who have aptitude should be selected for technical education; 2) all institutions must have fairly modern equipment to provide practical orientation to the course; in this regard, the possibility of several institutions located in a geographical proximity of each other, forming a cooperative workshop with the help of the neighbouring industries could be explored; 3) each institution must have a placement officer for sponsoring students to various industries for practical training and for follow-up work; 4) the university should initiate a voluntary offer of teaching staff to industry to take up project assignments in industry which, while helping the industry would provide the necessary practical orientation to teachers themselves; with regard to diversification of courses, it is necessary for each institution to maintain close touch with industries in the region in order to design courses of utility to these industries.

WASTAGE AND STAGNATION

602 JOSEPH K J: Fourth pupil. Kerala Journal of Education 1969, 1(1), 12-14.

It is pointed out that at the end of each academic year about one-fourth of the students do not get promoted. It is suggested that this problem of stagnation could be tackled by specially conducted summer vacation courses for failed students so as to provide them with another opportunity to pass a test before the reopening of the schools. By this, the school plant lying idle during the vacations could be gainfully utilised. The training colleges and training schools can play a useful role in this and thereby provide the much needed practice-teaching opportunities to trainees.

List of Periodicals Abstracted

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Activities of Science Club Sponsors 1969: April, May
Bulletin of the West Bengal Headmasters' Association: V 18, No 10
Christian Education: V 19, No 4
Education: V 48, Nos 11, 12
Education and Psychology Review: V 9, Nos 3, 4
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Mail: 14 Oct
Statesman, Calcutta: 18 Oct
Times of India, Bombay: 17 Nov
Tribune: 1, 29 Dec.

SPECIAL SECTION

TEACHER EDUCATION - II

A102 **AGGRAWAL S S**: Study of attitude of training college teachers of Agra University towards their profession. (In Summaries of M.Ed. reports, 1965-66 (C.I.E. Publication, No.58) Delhi, Central Institute of Education, 1966. 141-50).

Copies of an attitude scale constructed on the basis of Likert's technique were sent individually to 172 teachers in 29 training colleges of Agra University. One hundred responses received were scored and analysed. The important findings are: 1) the teachers in general (82%) have a favourable attitude towards the profession; 2) their attitude is not influenced by the factors like designation, sex, age and professional qualifications; 3) 98% have faith in the utility of teacher education programme; 4) 30% feel that they are not respected in the society as they are only teachers of teachers; 5) 43% teachers feel that there is less cooperation and mutual understanding among training college staff; 6) 42% feel that the status of a training college teacher is lower than the teachers working in other academic colleges; 7) 21% do not have teaching experience of school classes; 8) only 15% have teaching experience of graduate and post-graduate (academic) classes; 9) only 5% have research qualifications; 10) 4% are graduates, and 75% postgraduates in one subject and 21% postgraduates in two subjects; 11) 41% guide one subject, 43% two subjects, 13% three subjects and 3% do not guide school teaching subject; 12) as many as 19% are guiding a school subject in which they do not have any qualifications.

A103 **ARDHANAREESWARAN B**: Attainments in English of graduates in Madras State for the teaching profession. Journal of English Language Teaching 1969, 4(5-6), 147-8.

A test was constructed and administered in 1965 to 312 graduate (185 men and 127 women) student teachers of teachers' colleges in Madras, to find out their attainments in English. The results were analysed and the following conclusions were drawn: 1) trained graduate teachers should handle English even from the third standard; 2) teachers of English should undergo specialised training in the teaching of the subject; 3) lectures and

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demonstrations should be arranged in the teachers' college to prepare the trainee for his work; an year's internship should be made compulsory for the trainees before awarding them the degrees; 4) the head teacher should examine the notes of lessons of the assistants so that the teachers enter the classes well-prepared; 5) subject specialist should plan the efficient teaching of the subject in the school; 6) teachers of English should be encouraged to carry out some action research projects to improve their teaching; 7) Bachelors' and Masters' degree courses in English language similar to the courses in literature should be instituted by universities; secondary school teachers of English may be recruited from the holders of these language degrees and deputed for training in the teaching of English; 8) a concerted effort to provide better trained teachers of English should be made by all agencies concerned.

A104 BABU D S; Opinion survey of B.Ed. students in Delhi to investigate; i) the reasons for their choice of the B.Ed. course, ii) the relationship if any between these choices and the socio-economic status, scholastic attainment, sex and personality characteristics of the students. (In Summaries of M.Ed. reports, 1964-65 (C.I.E Publication, No.57) Delhi, Central Institute of Education, 1966. 36-42).

A sample of 168 students (98 from the Central Institute of Education and 70 from the Jamia Millia) was administered the paired comparison forms, Neymann-kohlistedt introversion-extroversion questionnaire and other relevant check-lists. The analysis of the data revealed that - 1) a sense of idealism and service is a reason most frequently mentioned by students for joining the course; 2) the majority of students (79.1%) obtained 2nd division in their earlier examinations; 3) it is not true that future teachers are generally drawn from the lowest economic strata of society; 4) in the pattern of reasons mentioned by students for their choice of the profession it was found that a) sex, personality characteristics and scholastic achievement of students had no influence; b) the socio-economic status and the type of institution in which they studied i.e. Central Institute of Education or Jamia Millia had significant influence.

A105 **BHATTACHARYA S:** Emerging needs of teacher education programme in our changing society. Journal of Education and Psychology 1969, 27(2), 198-204.

It is pointed out that the teacher education programme has got to a) improve the general education programme; b) meet the needs of the changing schools and society; and c) develop a community feeling and national consciousness. Accordingly the organizational pattern, academic programmes, techniques of teacher orientation and methods of evaluation have to be reconstructed. It is suggested that teacher education centres should not be allowed to remain isolated from the schools or the universities. In addition, the following proposals are given: a) the curriculum should cover studies in Indian sociology, social psychology and rudimentary social sciences along with child and educational psychology; b) the course should be of 2 years duration; the first year should be spent for improving content knowledge and orientation in the profession; attention should also be given to the development of proper attitude, national spirit and study of the national problems connected with education; c) the course should be residential and should provide sufficient stimulation for corporate life; d) cocurricular activities, community work, study of sociology, psychology of group dynamics etc. should be stressed; e) each trainee should be encouraged to do some social work; f) internal evaluation should be introduced with a view to stressing social service and national consciousness; g) credit should be given for skills in arts and crafts, physical activities and leadership.

A106 **CHAURASIA G:** Proposals for teacher education in the Fourth Five Year Plan. Journal of Education and Psychology 1969, 27(2), 129-137.

The following proposals are given: I. Administration and organization of teacher education - a) it is essential that each university should have a department of education, b) coordination between the State Department of education and the training colleges in the State should be promoted in order to meet the State's requirements of trained teachers. A State Council for teacher education should be established in every State. II. Responsibility of teacher training institutions to the schools. The various ways in which the training colleges can be helpful to the cooperating or associated schools have to be explored. III. Responsibility of teacher training institutions for in-service education of teachers - a) all training colleges in the country should have extension centres, b) immediate steps should be taken to promote in-service education of the training college staff; c) exchange of training college professors between various colleges in different regions of the country has to be promoted. IV. New forms and methods of training - a) integrated course of teacher education, b) internship in teaching as implemented by the regional colleges, c) integrated approach in team teaching, d) internal assessment are the various aspects in which many suggestions are made.

A107 **DESAI D M**: Curricular changes in teacher education. Journal of Education and Psychology 1969, 27(2), 147-53.

Review and revision of teacher education courses are advocated to ensure preparation of competent teachers who can play their role in the democratic and social training of school children. The following 7 professional courses are suggested: 1) democratic social philosophy of education; 2) group processes and social behaviour; 3) psychology of learning and principles of teaching; 4) psychology of development; 5) health education; 6) school administration and human relationship; 7) special methods. It is pointed out that these courses should be brief, well-structured and sharply focussed. Inclusion of academic courses in the form of guided assignments and seminars is pleaded for. A plea is also made for involving student - teachers more in discussion, preparation of assignment, making judgements etc. It is suggested that the trainees should be helped to bridge the gulf between the educational theory they learn and the student-teaching they practice.

A108 **DEVE GOWDA A C**: General education and training of elementary teachers (In Indian Yearbook of Education 1964, Second Yearbook - Elementary Education, Delhi, National Council of Educational Research and Training, 1964. 238-76).

The revolution in the objectives of elementary education and the consequent challenging tasks expected of elementary teachers makes it imperative that the general education and professional training of teachers have to be of a higher standard than at present. Matriculation should be made as the minimum qualification required and opportunities should be provided to non-matriculate teachers to improve their qualification. With regard to the professional training, the following aspects have been discussed: 1) removal of deficiencies found in the existing training institutions; 2) clearing backlog of untrained teachers; 3) expansion of training facilities; 4) improvement of school plant facilities and equipment; 5) types of courses and their duration, syllabi, methods of teaching, examination; 6) supervision of training institutions, improvement of the staff of the training institutions, finance; and 7) in-service training of teachers on a regular basis.

A109 **GHANCHI D A:** Practice teaching - how can it be a serviceable tool? Journal of Education and Psychology 1969, 27(2), 161-5.

The inadequacy of practice teaching in the existing teacher training programmes, is pointed. A thorough overhaul is suggested with regard to the following spheres: 1. Philosophy - The student-teacher should be enabled to develop proper outlook and attitudes towards his work. 2. Intellectual area - The smug conformity and unenterprising nature should be replaced by inquisitiveness, exploring and innovative attitudes. 3. Curriculum - The content of the theory papers should be revised to establish a meaningful link between the theory and practice. This can be done if the Faculty has a greater say in planning and reshaping the courses and approaches through student-teacher conferences. 4. Operational aspect- Practice teaching should be one of the chief sources to evolve theory teaching. a) Planning and programme of practice teaching should be done by the faculty, the schools in the catchment area and the student-teachers; b) the faculty should work out according to the needs of developing desired competencies in the trainees in the context of special areas; c) practice teaching should be in continuous time stretches in real school situations and should have clear realizable targets; d) it should be in terms of hours of experience both receptive and productive. 5. Evaluation - The criteria of evaluation should be evolved corresponding to specific units of practical experience. Evaluation should be done by the school, the college Faculty and the student-teachers. 6. Administration - The administration should provide channels of meaningful dialogue and feed-back at all levels.

A110 **GULATI K C:** Study of the Government Junior Basic Teachers' Training Institute in Delhi with reference to the objectives of teacher education. (In Summaries of M.Ed. reports, 1966-67 (CIE Studies in Psychology and Education, No. 34) Delhi, Central Institute of Education, 1967. 114-19).

A questionnaire study was conducted to evaluate the training programmes of two Junior Basic Teachers' Training Institutes, in Delhi, vis-a-vis the commonly accepted objectives of primary teacher education. The following are some of the conclusions drawn from the responses received from the teacher educators and the trainees of the two Institutes: 1) psychology and cultural activities serve most of the objectives; 2) practice teaching contributes significantly towards the programme; 3) music, school organisation, principles of teaching do not make satisfactory contribution towards the objectives; 4) the contribution of crafts and literary activities prove to be

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average; 5) it is opined that the training is useful, the duration of the training sufficient and the procedure of selection of trainees satisfactory; 6) the trainees feel that the syllabus in theory is heavy and unrelated to practical work; 8) theory is taught by lecture method in both the Institutes; 9) the trainees feel less interested in music as it is not a subject for the examination; 10) literary activities and training in social service are useful; 11) the respondents view that the activities of physical training and games inculcate in the trainees a sense of duty and co-operation. The points of difference between the two Institutes regarding library facilities, laboratory equipment, staff facilities, etc., have been outlined.

A111 **JAIN B K**: Philosophy of teacher education as held by some of the teacher educators in U.P. and Delhi (In Summaries of reports submitted by the students for the Degree of Master of Education 1963-64 (C.I.E. Studies in Education and Psychology, No.56) Delhi, Central Institute of Education, 1966. 1-9).

Thirty-nine teacher educators belonging to unaided institutions and government-sponsored institutions formed the sample. Questionnaire technique supported by interviews was adopted. The main observations are: 1) the philosophy of teacher education held by teacher educators is eclectic and is academically oriented, utility-oriented and socially oriented; 2) the teacher educators in the government-sponsored colleges have a greater bias for abilities such as resourcefulness, enquiring mind, cheerfulness and smartness and ability to seek the cooperation of the class than the lecturers of the affiliated colleges who seem to be concerned with the subject matter mastery, lesson planning, good narration, politeness and submissiveness. Some of the suggestions offered are: 1) extending the training courses to three to four years; 2) admitting to the course, students intending to opt for teaching profession, after the higher secondary or high school examination; 3) making the course free so as to enable the slection of really suitable candidates possible; 4) providing general education, professional education and specialization; 5) besides the teaching of two subjects, including activities such as case study, observations, construction of tests, etc in practical work; 6) coordinating the work, policy and programme of schools, training colleges, and departments of education; 7) training pupil-teachers in organizing co-curricular activities, games, sports, community and social work.

A112 **JOHN V V:** Teacher educator, why he has so few friends. Times of India 22 December 1969, p.8, cols. 3-5. 1500 words.

The reasons for teacher training being unpopular are that 1) the teachers do not get the support of the heads of schools in their efforts to implement techniques learnt in training colleges; 2) because of the various draw-backs in the set-up of the training institutions, the student-teachers themselves have little faith in the training they receive. The universities and the State Departments of Education should see that high standards are maintained in teacher education. Ideally, university graduates should teach all grades of school for which the pre-requisite is to relate salary scales to teachers' academic and professional qualifications and experience. At least in the proposed pacesetting institutions, this aspect should be taken note of. There are difficulties with regard to the proposed 4-year integrated course to train elementary teachers: 1) lack of adequately paid jobs in elementary schools; 2) the young age at which the student enters the college makes it unlikely that he would make a wise choice of the career. There is need for 1) training institutions undertaking massive in-service programmes; 2) 2) training even university teachers in the method of teaching.

A113 **KAPUR S:** Comparative study of the development of teacher education in West Bengal and Madras from 1951-66. (In Summaries of M.Ed. reports, 1966-67 (CIE Studies in Psychology and Education, No.64) Delhi, Central Institute of Education, 1967. 256-63).

The conclusions are: 1) the number of trained teachers at every level is higher in Madras than in West Bengal; 2) there is quantitative progress in primary and secondary teacher training in both States. However, no effort has been made to improve the quality of training. The institutions lack qualified staff, libraries, laboratories, workshops, audiovisual equipment etc.; 3) regarding the curriculum of these institutions, theory and practice are not linked, content matter has not been ascribed importance, and much stress is laid on methodology of teaching; in West Bengal the system of practice teaching is defective; 4) the relation between practicing schools and training institutions is not congenial, particularly so in West Bengal; 5) in-service teacher training and extension service facilities are few in both the States. Alumni Associations do not function satisfactorily in training institutions; 6) progress in the number of women seeking admissions, particularly at the primary level is shown

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in both States. Appropriate remedial measures are suggested to remove the existing shortcomings in the institutions of both the States.

A114 KATYAL R N: Analytical study of the recommendations of the Education Commission (1964-66) with reference to teacher education (In Summaries of M.Ed. reports, 1966-67 (CIE Studies in Psychology and Education, No. 64) Delhi, Central Institute of Education, 1967. 239-46).

The following are some of the important observations resulting from the critical study: 1) with regard to the Commission's suggestion of bringing teacher education within the academic stream of the universities, it is felt that the courses in education as an academic discipline have to be judiciously planned so that the professional courses do not suffer on account of confusion between the two courses ; 2) the periodic exchange of staff of the cooperating schools and training colleges as recommended by the Commission is not feasible at present because of the gap in educational and salary standards of school teachers and college lecturers; 3) as against the continuation of the practice of one year course after graduation recommended by the Commission for secondary teachers, it is felt that the four year integrated course would be preferable; 4) the suggestion that postgraduate courses should extend to three terms, though sound in principles, would impose additional financial burden on the students; 5) with regard to improving the minimum qualifications of teacher educators, the Commission has not taken into consideration the importance of experience and personal qualities of the staff; 6) care should be taken that the standard of part-time and correspondence courses are at par with the regular courses; 7) with regard to the maintenance of standards in teacher education, there should be an autonomous all India Council for teacher education with academic, executive and financial powers; 8) the Commission has not dealt with the question of construction of curricula of training institutions vis-a-vis the curricular changes envisaged for schools.

A115 KRISHNA KANT: Study of the socio-economic background and personality of teacher trainees in Delhi. (In Summaries of reports submitted by the students for the Degree of Master of Education 1963-64 (C.I.E. Studies in Education and Psychology, No.56) Delhi, Central Institute of Education, 1966. 90-4).

A questionnaire and a Personality Traits Inventory were administered to 670 students of B.Ed. and Ist year Junior Basic courses. Some of the main findings are: 1) there was no sufficient representation of women from rural areas at both the Junior and B.Ed. courses; 2) the majority of men at the Junior course were of 3rd division and the majority of men and women at the B.Ed. course were of 2nd division; 3) the academic and economic status of Junior course students was poorer than the B.Ed. students; 4) helping the parents was the major reason given by Juniors for joining the course and respectability and suitability of the job was the reason given by women at both the levels; 5) the women B.Eds. coming from higher income group were particularly more active than men and were emotionally unstable and more men coming from income group Rs.201 upwards were emotionally unstable; the men in higher income groups and the women in lower income groups were more introverts; 6) at the Junior course more men were emotionally unstable in the higher income group than the women and the women in the lower income group were emotionally unstable. The main recommendations are: 1) encouraging more candidates from rural areas; 2) increasing the academic standard of students at the Junior course; 3) making a study of the candidates' reasons for joining the profession and also a study of their socio-economic background, at the time of selection.

A116 **LAWRENCE H S S**: Student teaching in teacher education. South Indian Teacher 1965, 38(10), 259-63.

The importance of student teaching has been stressed. For qualitative improvement of practice teaching, the student teaching programme should be properly planned, executed, supervised and evaluated. Student teaching in natural school situations helps trainees discover for themselves the significance of teacher-pupil relationships and school community interplay. Hence, the authorities should provide typical school conditions for practice teaching. In order to facilitate linking of theoretical with practical work it is desirable to hold a confernece of headmasters and teachers and the staff of training colleges. The classroom teachers should always guide the student teacher with a sense of responsibility. The supervisor from the training college should function as a guide and not as an inspector. Evaluation of student teaching in true sense is evaluation of lectures, teachers, schools and training institutions. To have some uniform criteria for evaluation, it is necessary for the criteria to cover all aspects of teaching-learning process including the student-teacher's preparation and presentation.

A117 **MAHESHWARI P N:** Investigation into the reading interests of the teacher educators of Agra University (In Summaries of M.Ed. reports, 1966-67 (C.I.E. Studies in Psychology and Education, No.64) Delhi, Central Institute of Education, 1967. 179-86).

The responses from 95 teacher-educators of training colleges to a questionnaire study have been analysed. Major findings of the study are: 1) a majority of teacher-educators are not teaching the theory papers of their preferences; 2) personal libraries are not satisfactory; books on educational psychology and theory of education occupy a prominent place in personal libraries; research journals are not popular; 3) there is divergence in the professional reading interests of male and female teachers; 4) male teachers spend more money on books; 5) generally books written by Indian authors are read as source books; only a few read standard books; 6) male teachers spend more time for self-study and they recommend more books to their students for study; books in Hindi medium are recommended most to the students; 7) there is high consistency between the male and female teachers' choices of subjects for leisure time reading; 8) self-initiative is the motivation for reading books; 9) financial worries in the case of male teachers and pressure of domestic work in case of female teachers are hindrances to self-study. Certain recommendations are given for developing reading interests among the training college teachers.

A118 **MISRA A:** Organisation and administration of teacher education in India. Education and Psychology Review 1964, 4(3), 120-3.

It is suggested that the Central Government should take early steps to set up by law a National Council of Teacher Education charged with the responsibilities of planning, coordinating and financing teacher education at all levels. It should consist of the representatives of the Government of India and the States, University Grants Commission, National Council of Educational Research and Training, Universities, Teacher Training Institutions and the non-official educationists. The functions of the Council will be as follows: (i) to plan for the development of teacher education in the country; (ii) to set and maintain standards for teacher education and establish interstate parity in standards; (iii) to coordinate efforts for improving teacher education; (iv) to provide grant-in-aid to the State Councils and teacher training institutions; (v) to collaborate with other agencies in and outside the country in the furtherance of its objectives. The other measures suggested for improvement of the teacher education are the establishment of the State Council of Teacher Education in each State, establishment of a separate Faculty of Education in every Indian University. Apart from these, the teachers' colleges should work to their maximum capacity and enrol at least 300 students. They should make adequate arrangements for practice teaching with the help of the staff of the cooperating schools, who should be remunerated for the work.

A119 MUKERJI S N: Teacher education and national needs. Journal of Education and Psychology 1969, 27(2), 192-7.

The following suggestions are given for improvement of teacher education: 1) a National Council for Teacher Education should be established for the purpose of planning, organizing, supervising and financing teacher education; 2) there should be a state agency (State Board of education) for planning, supervising, financing and maintaining standards; this agency will also provide a meaningful link between the State department of education, the universities and other training institutions; 3) the State Institute of Education, State Institute of Science Education, Educational and Vocational Bureau and the Evaluation Unit should be amalgamated together to form a State Council of Teacher Education; this Council could also shoulder the responsibility of the proposed State Board of Education; 4) instead of establishing separate State institutes of science education to improve science education, the regional colleges or a few selected comprehensive training colleges should be utilised for the purpose; 5) in order to provide integration between the academic and professional background of the teacher trainee, it should be possible for a student to choose education in combination with any other subject for his degree course; 6) there is need to bring in an articulation between teacher training at pre-primary, primary and secondary levels; 7) to reduce the shortage of teachers, qualified mothers should be selected, trained and provided part-time jobs; 8) the training institutions should have close contact with schools and the society to understand and provide for their needs.

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A120 PALSANE M N: Evaluation of the teacher education programme. Journal of Education and Psychology 1964, 22(1), 43-6.

The following steps are suggested: 1) the syllabus, the practical and field work, and other items of activity have to be appraised to find out their appropriateness to the objectives already formulated; 2) the administration procedures of the college, the appointment policies, college plant, the system of practice teaching, etc. have to be examined; 3) the next and the last step is to evaluate the evaluation procedures of the teachers' college in the theory as well as practical work, internal marking and weightage attached to the different items of the programme. An account of what the average achievements of the group as a whole, should also be taken. Follow up studies of those who have passed through the college also help in evaluating the adequacy of the college programme.

A121 PANDEY B C: Suggestions for improving the quality of science teachers. Haryana Journal of Education 1969, 2(2), 7-14.

Based on the experience of directing the Summer Institute in Physics held in Punjab University in Summer 1968, some suggestions are offered to improve the quality of science teachers: 1) every State should have a full time Refresher Course Institute to train its science teachers and it should train 10 teachers each in physics, chemistry, mathematics and biology to start with; 2) a mobile team of specialists drawn from the staff of the Refresher Course Institute should visit a few of the selected schools to make an on the spot study of the teaching of science, laboratories etc; 3) the teaching hours should be lessened, so that teachers find time to use the library; 4) a laboratory assistant should be provided to help the teacher in conducting experiments; 5) separate periods should be provided for practicals throughout the year; 6) film shows should be a regular feature; 7) promotions of teachers should be on merit; 8) transfers of teachers should not be made till a substitute is made available; the writer also lists some drawbacks of the Summer Institutes which are held in the Universities since 1965.

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A122 **PANDYA N L**: Implications of the "programmed instruction" for teacher education programmes. Journal of Education and Psychology 1969, 27(2), 222-5.

A trained teacher can be a good programmer if he is a i) subject specialist, ii) a behavioural psychologist and iii) an evaluator. The training college has a special responsibility in this regard. The following suggestions are given: 1) trainees can learn to prepare programmed materials for use in their own teaching work; 2) secondary school teachers can be trained to prepare programmed instruction for primary school teachers, so that they can be used in single teacher schools; 3) the teachers can be taught to discriminate a good programme from a bad one; 4) the teacher-educators can make use of the programmed materials and these can be given as home assignments, thereby economizing the college time; 5) the programmed materials can be used in training teachers by correspondence courses.

A123 **PATHAK C C**: Examination reform and role of teachers' colleges. Journal of Education and Psychology 1969, 27(2), 217-21.

The ill-effects of the traditional examination system are enumerated. Certain major reforms are suggested and the various handicaps in the implementation of these reforms both at the school level and at the teachers' college level are pointed out. The following suggestions are given for teachers' colleges: 1) the teachers should be encouraged to follow objective based instructions; 2) lesson plans of objective based instruction, teaching units, unit tests, diagnostic tests, source units and graded assignments may be prepared for teachers; 3) the evaluation procedure practised by training colleges should be improved; 4) all trainees should be trained in educational measurement; specialised training should be given to selected trainees; higher training should be given at the master's degree level; 6) specimen evaluation tools should be prepared with the help of trainees; 7) the extension departments should communicate important experiments etc. to the schools under their jurisdiction; 8) a research bureau may be established in training colleges; 9) M.Ed. students may be encouraged to take up small action researches; 10) the training colleges should change their own methods of teaching.

A124 **PATHAK S P**: Content course in teacher education. Educational India 1969, 36(5), 157-60.

Criticizes the Education Commission's (1964-66) recommendation that the teacher education programme should include content courses It would affect the primary purpose of the training namely good grounding in the techniques and methodology of teaching. The deficiencies and the limitations with which trainees come to join these courses are due to low educational standards, wrong selection of student-teachers, unequipped colleges and lack of incentives. These problems, it is contended, should be tackled outside the purview of training institutions. Adequate programmes of in-service training should also be introduced.

A125 **RASTOGI K G**: Problems of teacher-training in India. Journal of Education for Teaching 1965, 1(3), 133-6.

The teacher-training programme suffers from the following defects: 1) qualitative improvement of teacher-training has not been commensurate with its quantitative expansion; ii) teacher-training has not changed according to the changing conditions and needs of a free and developing India; iii) training centres attract poor quality students because such centres are not conveniently sited; there is shortage of trained teachers for subjects like science, agriculture and technology; iv) there is a wide cleavage between the training programme and the actual classroom conditions; v) training has become more traditional and conventional rather than realistic and progressive; vi) there is a lack of emphasis on the development of practical skills due to short duration of training. Solutions to all these problems will emerge from experiment and research work that is needed to be undertaken in every aspect of teacher-training. A teacher needs to develop an insight into human mind and then equip himself with these techniques and skills by which he can really help the child develop his personality.

A126 **ROY B**: Relationship between the measures of success of teachers as students under training and as teachers in schools (CIE Studies in Education and Psychology, No.62) Delhi, Central Institute of Education, 1968. 48p. 82 ref.

The primary aim of the present study is to find out the extent to which teaching success of a group of trainees as assessed by their training college staff, correlates with the estimates made by their respective principals and pupils of schools where they were employed after graduation. Hundred teachers (62 women and 38 men) formed the sample. Statistical analysis of the data collected regarding these subjects and case analysis of selected teachers showing considerable divergence in the assessments have been made. The following conclusions have been drawn: 1) there is significant correlation between the training college assessment and the principals' rating of teachers and no correlation between the training college assessment and pupils' estimate of their teachers; 2) a low relationship between the judgement on the achievement of teachers is due to difference between the practice teaching situation and the actual teaching situation; 3) the teachers' role as 'director of learning' appears to be a more tangible criterion than any other in the determination of teacher effectiveness; 4) joint evaluation as done by the CIE staff in assessing their trainees yields better results than individual assessment as done by the principals and pupils; 5) besides classroom teaching, other factors like cooperation, active participation and self-sacrifice on the part of the teachers influence the principals' assessment; 6) the existing conditions in schools are not conducive to creative teaching or to the use of progressive methods; 7) no characteristic pattern of difference has been noted between the success of women and men teachers; 8) none of the devises used in the study i.e. examination scores, ratings and rankings, has been adequate enough to measure teacher effectiveness. Based on these findings, certain suggestions have been given for reforming teacher education programme and school administration.

A127 RUHELA S P: Social system of a typical teacher-training institution in India. Journal of Education and Psychology 1969, 27(2), 171-5.

The sociological analysis of the three-tier social system in teacher training institutions reveals the following areas of problems on which research is urgently called for: 1) the impact of the values of the members of the management of these institutions on the education of teachers; 2) the role-conflicts between heads and teachers in the training institution; 3) existing socio-cultural lags in the institution; 4) the degree of modernity and dynamism in teacher trainers; 5) the factors responsible for the low ebb of intellectual activity and professional competence in training institutions; 6) the background and difficulties of pupil teachers; 7) the impact of the values of teachers on the values and job motivation of pupil teachers and 8) the channels of communication existing in the institution.

A128 SHAFFER R H: Contribution of student personnel services to the improvement of teacher education. Journal of Education and Psychology 1969, 27(2), 176-83.

The following student personnel services are suggested: 1) assisting the future teacher in gaining a clear understanding into the professional nature of modern education; 2) using the services of trained counsellors to assess the strong and weak points of the trainee, on the basis of which his course work should be planned; 3) carefully evaluating the student's personality and character on the basis of all records and resources of the training institution; 4) reminding the trainee continually of the goals of the professional preparation of teachers; 5) making the trainee assume responsibility for his education, exercise self-discipline and provide self-direction to their personal and intellectual growth; 6) encouraging the trainee to take advantage of extra-curricular activities to develop skills and understanding needed to work with all types of students in his classes; 7) increasing the world awareness of the prospective teacher; 8) interpreting the nature of the various personnel services to the future teacher.

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A129 SHAH G B: Colleges of education as service centres. NIE Journal 1969, 4(2), 10-13.

The colleges of education should offer the following services to schools: 1) consultative and extension services whose main function is to act as a 'clearing house' for research findings and bibliographical information; adult literary work should be one of the important extension services; 2) library and bibliographical services should be made available to school teachers and primary training colleges; 3) the teachers can be made guidance-minded by arranging mini courses in guidance and by keeping them in touch with different tests and inventories; item banks could be maintained from which teachers can draw their own tests; 4) help could be rendered to teachers undertaking action research; the teaching aids prepared by the student-teachers could be given to schools, specially to rural schools; the schools should also be helped in curriculum-revision or curriculum enrichment programmes.

A130 SHANKER L: Comparative study of academic achievement of students of integrated teacher training courses with other graduates. Haryana Journal of Education 1969, 2(4), 34-9.

A comparative study was made to find out whether the academic achievement of the students of four-year integrated course of B.A./B.Sc., B.Ed. was equal to the other graduates of B.A./B.Sc., belonging to Kurukshetra colleges. The above study was undertaken to clarify the validity of the assumption made by the Kothari Commission, that the professional training in the integrated course undermined academic preparation or that the trainees lacked in academic depth and range. The final examination results for the years 1967-68 of both B.A./B.Sc. B.Ed. and B.A./B.Sc. were compared when the academic course contents in both cases were same. On the whole, the academic achievement of students of B.Sc., B.Ed. was better than B.Sc. students. The assumption made by Kothari Commission that the integrated course students may not be studying their academic subjects in depth and range has been rejected.

A131 SHUKLA J K: Teacher education for tomorrow's needs. Journal of Education and Psychology 1969, 27(3), 264-78.

The following points are stressed: 1) matching teacher supply with pupil enrolment at school stage; 2) matching teacher education facilities with the needed teacher supply; 3) planning teacher education in terms of a) teaching manpower, b) programmes and

c) institutional needs and school demands in certain subjects; 4) developing future strategy of teacher education in accordance with the needs of schools and classroom teaching and the need for making teaching a university discipline; 5) constructing challenging curriculum in view of the set national goals; 6) promoting professional advancement of teacher educators; 7) replacing the present teacher education system by a comprehensive model of teacher education (4 year integrated courses) which will help in combining the needed advantages in a well-structured and articulated organizational set-up.

A132 **SINGH H L**: Investigation into the attitude of training college lecturers towards extension services departments in India (In Summary of M.Ed. reports, 1965-66 (CIE Publication No.58) Delhi, Central Institute of Education, 1966. 19-28).

Copies of an attitude scale constructed on the basis of Thurstone's method of equal-appearing-intervals were sent to 69 training colleges of which only 36 colleges replied, the total number of respondents being 210, including 178 lecturers and 32 coordinators. The important findings are: 1) both the lecturers and the coordinators have favourable attitude towards the Department; 2) most of the respondents agree that the teachers are greatly benefitted by the programmes of the Department; 3) most of the respondents have expressed the need for a) running the Department on more practical lines, b) coordination, between the Department and the training college, c) honourarium to lecturers for working as resource personnel for the Departments, d) incentives such as certificates, etc. to teachers, e) considering the activities of the Department as a part of the normal work of the training college staff; 4) participation in the activities of the Department does not make significant difference in the attitude of lecturers towards the Department.

A133 **SULLIVAN E E**: Education in social change, a comparison of selected teacher training colleges in Gujarat, India. Bombay, Asia Publishing House, 1968. xii, 103p.

The investigation undertakes to compare four secondary teacher training colleges in India - three institutions based on the British Pattern and one Basic college which follows Gandhi's philosophy of education - with reference to their roles in a changing society to determine whether their present programmes contribute to the remoulding of traditional values, beliefs and practices or promote the established social order. The attitudes of 350 teacher trainees were elicited from questionnaire and interviews with regard to 1) family organization; 2) marriage practices; 3) work practices, 4) religious values. The study revealed that the influence of the colleges on students' attitudes was small. One of the reasons attributed for this is that the teacher education system has been patterned after the British system. It is pointed out that the role of education and of individual teacher is that of innovation, reformation and transformation rather than transmission or stabilization.

A134 THANGARAJ K, FEROZE M: Development of aptitude tests for selection of graduate teacher-trainees. Journal of Educational Research and Extension 1969, 8(2), 64-73. 7 ref.

The following three teaching aptitude tests on different important teacher-traits were constructed: 1) Language Ability; 2) Reasoning, 3) General Knowledge. The tests and the information sheet were administered to 250 teacher trainees (150 men and 100 women). The combined reliability coefficient of the battery was 0.94. The validity coefficients of the battery in the case of 100 women and in the case of 41 men trainees were 0.62 and 0.68 respectively. In the light of the findings of the study, the following recommendations are made: 1) only those having high aptitude for teaching should be admitted in the training colleges; 2) preference should be given to candidates having previous teaching experience; 3) facilities in the college hostels should be improved; 4) preference should be given to candidates who have passed their degree examinations in a single attempt; 5) research should be undertaken to ascertain the influence of socio-economic status of the family on the aptitude of the trainees; 6) standardization of this battery of tests with parallel forms and establishing norms could itself form a major research project; 7) a similar battery of tests measuring such traits as classroom control, command of oral expression, voice, physical fitness etc., along with Teaching Aptitude Tests would be of great help in selection of trainees.

A135 Training colleges [Editorial]: Educational India 1964, 31(6), 206-7.

The General Inspection Commission, set up by the Madras University, in its report on the Training Colleges in the State, reveals that eight out of every ten of the trainees for the teaching profession are third class graduates and that the majority of them belong to families with an annual income of less than

Rs.750. The Commission has rightly stressed the need to attract better qualified students to the training colleges and suggested that, those who showed aptitude for the profession should be offered financial help. The other effective remedy is to render the teaching profession comparable to administrative jobs so as to attract the best talents. There has been a recognition of urgent need to improve the economic and social status of the teacher. But this recognition has not yet been translated into action.

A136 TRIVEDI R S: New frontiers of professional education. Journal of Education and Psychology 1969, 27(2), 166-9.

It is suggested that the changes in the curriculum organization and administration of teacher education programme should be based on the following objectives: 1) developing skills of communication and professional skills; 2) understanding relationship between the needs of life and curriculum and the teacher's role in changing society; 3) developing attitude towards experimentation; 4) understanding teacher's role in the education of the child. Besides, the teacher needs an elementary knowledge of behavioural sciences, because children from all strata of society are coming to schools. Orientation programme of teacher educators is advocated. The following topics are suggested for the programme: 1) Five Year Plans; 2) social change - role expectations of change agents; 3) role of universities in teacher education; 4) educational legislation; 5) comparative education stressing the directions of programmes in some progressive countries; 6) educational administration; 7) social aspects of education; 8) differential environments and learning ability; 9) educational finance; 10) student behaviour; 11) curriculum research; and 12) theoretical problems of research in the content of social, economic and political philosophy of the country.

A137 UDAY SHANKER: Teacher education (In Uday Shankar and Ahluwalia S.P, Eds. Development of education in India, 1947-65. Kurukshetra, Department of Education, Kurukshetra University, 1967. 154-63).

Reviews the position of teacher education in India since independence regarding its various developing features - 1) courses and programmes; 2) number of training institutions; 3) number and percentage of trained teachers; 4) educational standards of teachers; 5) number of women teachers; 6) expenditure on teacher education; 7) correspondence courses for clearing the backlog of untrained teacher; 8) concurrent or integrated courses of teacher education; 9) in-servicee education.

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